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ABSTRACT

Schools are uniquely qualified to play a significant role in preventing violence. In order to assist school officials in choosing the most successful strategies, this guide presents a comprehensive assessment of the 84 most widely used school violence prevention programs in the country. In the introduction, the extent of the problem of school violence (broadly defined to include intimidation and coercion) is examined; key elements of promising programs, as well as components of dubious value or possible harm, are also presented. Section 1, "Identifying Promising Approaches to Violence Prevention," outlines methodology, selection criteria, procedures and evaluation. Section 2, "Evaluation: Does Violence Prevention Work?", emphasizes the necessity of determining program efficacy through consistent evaluation. Section 3, "Developing Effective Strategies," focuses on needs assessment, school policies, and school environments. In section 4, "Assessment of Programs," programs are categorized according to type of curriculum and rated for program quality, developmental appropriateness, ease of administration, teacher training, and program coverage of critical content areas. Programs are assessed against other programs for the same age group; evaluation findings are highlighted, as well as reviewers' recommendations and concerns. Program description, contact information, and costs are provided. Also included are a glossary, resource list, references and an index. (EMK)

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Safe Schools, Safe Students

A Guide to Violence Prevention Strategies

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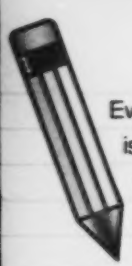
Introduction



Everyone who cares about children is concerned about the problem of violence in our society. Schools can play a significant role in preventing violence. Recent research suggests that some of the most promising prevention strategies involve education and skills training—things schools are uniquely qualified to do, both because they have young people as a captive audience, and because teachers know how to educate students.

School officials may feel burdened when again and again our nation makes them responsible for addressing the social ills facing our society. However, when violence is broadly defined (as we define it here) to include intimidation and coercion—not just physical violence—violence prevention becomes immediately relevant to all schools. *Safe Schools, Safe Students: A Guide to Violence Prevention Strategies* offers a systematic approach to violence prevention in schools. It is designed to assist school officials in choosing prevention strategies that will best meet the needs of their students.

Extent of the Problem

Despite recent incidents of school violence that have drawn national media attention, most schools—compared to some homes and communities—are among the safer places where young people spend their time, according to violence prevention experts. The murders of three high school students in Paducah, Kentucky on December 1, 1997 resulted in President Clinton calling for an annual National Report on School Violence. Just before the tragic shooting deaths of four students and one teacher in Jonesboro, Arkansas in March 1998, the Principal/School Disciplinarian Survey on School Violence 1996-97 was released. This survey found that more than half the schools had experienced some crime during the 1996-97 school year. One in ten schools reported a serious violent crime like rape, robbery or fights with a weapon. Forty-three percent of the schools reported no incidents of crime during this period. One-third of schools with more than 1,000 students reported one serious violent crime during the school year, compared to 4 to 9 percent for schools with fewer than 1,000 students. The Centers for Disease Control and Prevention (CDC) estimates that 16 percent of all high school students in the United States have been in one or more physical fights on school property in the course of a year. Fifteen percent of teachers in 1996 reported increases in threats and injuries, compared to just 10 percent in 1991, according to the National Education Goals Panel.

Students themselves are concerned about violence. The number of students victimized by violent crime increased nearly 25 percent in 1995 compared to 1989, according to the Bureau of Justice Statistics and the National Center for Education Statistics. Based on surveys of students ages 12 to 19, violent crimes at school—physical attacks or robberies by force, weapon or threat—were reported by 4.2 percent of students in 1995, up from 3.4 percent in 1989. This 0.8 difference represents an increase of about 270,000 students.

There are numerous approaches to violence prevention. For example, many communities have launched mentoring programs, like Big Brothers, Big Sisters, that pair young people who lack positive adult role models with caring adults. Research shows that having a caring, supportive adult who is concerned for a young person's well-being is central to healthy development. It also promotes the development of positive norms. Mentoring is gaining attention from researchers in violence prevention since the absence of positive role models has been shown to contribute to violent behavior. While mentoring is a promising approach to violence prevention, it is beyond the scope of *Safe Schools, Safe Students* to provide a comprehensive review of this topic.

In this guide, we assess prevention programs for general classroom populations. Effective violence prevention strategies can promote good discipline and create a productive learning environment. We exclude programs for incarcerated or anti-social youth (e.g., Skillstreaming, EQUIP and Aggression Replacement Therapy) as well as comprehensive, community-based programs that may include school interventions, such as Communities that Care (206-685-1997).

Communities that Care is a youth violence prevention program for the whole community, designed to reduce risks as it promotes the development of protective bonds among young people, their families, schools and communities.

Normative Change

Violence is influenced by normative values, which are perceptions about other people's attitudes and behavior—such as, "sissies walk away from fights," and "fighting is cool." Norms become especially powerful during early adolescence, when the desire to be accepted by peers is at its peak. At that point, even if adolescents oppose violence, perceived group norms that support violence may prevail.

Preventing violence requires changing norms. This is not impossible. In the past few decades, there have been dramatic changes in social norms concerning smoking, drinking and driving, and wearing seatbelts.

Much of our understanding of normative change comes from drug abuse prevention. In drug education, normative change (often called normative education) typically includes activities designed to reveal to students that most peers or adults (especially people they respect) do not support drug use, using classroom activities to correct overestimates of the rates of substance use, as well as debates, public expressions of opinions about drugs, or having teams of students develop public service announcements.

Drug education researchers increasingly believe normative education is a critical ingredient in successful programs. Yet there is considerable confusion about what normative education means in practice. Although many curricula include positive norm setting activities, teachers often are not given specific instructions on how to conduct these activities. Under these circumstances, teachers may instead focus class discussion on negative norm setting activities. Although education in violence prevention has not yet been well-defined in research or practice, some programs place a strong, consistent emphasis on positive normative change. Normative change curricula are specifically designed to influence school climate and to promote a peaceful school norm. A good example of a strong normative change program, selected as a model in *Blueprints in Violence Prevention*, comes from the work of Dr. Dan Olweus in Norway. (Contact Dr. Susan Limber at 803-777-9124 for additional information). In response to public concern about bullying, a nationwide campaign was launched in the 1980s that included a school-based intervention. Teachers and schools in Norway received guidance on how to prevent bullying, including rules against bullying and ways of protecting students from bullying. A large cohort study revealed impressive reductions in bullying across gender and age groups, including more than 50 percent reduction in the frequency of bully-related problems, including fighting, for two years after the campaign began. Truancy, vandalism and theft also declined while school climate, order and discipline improved.

Life Skills Training

There is a second critically important element of violence prevention: personal and social skills training. The goal of personal and social skills training is to help students develop skills, attitudes and values that will help them avoid destructive influences. Educators recognize that increased personal and social competence is associated with greater academic success and reductions in problem behaviors such as violence, premature sexual behavior, truancy, delinquency and drug use. While research has not yet identified which specific skills are essential, the skills most often believed to reduce violence include:

- ★ Anger management, which helps students understand how anger escalates and teaches personal techniques for controlling it;
- ★ Empathy and perspective taking, to teach students that people can have different interpretations of the same situation;
- ★ Social problem solving, which teaches students how to negotiate effectively;
- ★ Media resistance, which teaches students to recognize and resist media influences that glorify violence;
- ★ Social resistance, which teaches skills for handling provocative situations like teasing or bullying;
- ★ Communication, which teaches students active listening; and
- ★ General social skills or peace building, which teach students how to build and maintain positive relationships.

Other features of violence prevention programs that contribute to their effectiveness include: developmental appropriateness, teacher training, interactive teaching techniques, and cultural sensitivity. All those dimensions were considered when assigning Program Quality scores.

While some life skills programs target specific problems, others promote general competence. Some examples of general programs that have been extensively evaluated are presented here.

Life Skills Training, designed by the Institute for Prevention Research at Cornell University Medical College (212-746-1270), was developed originally to reduce cigarette, alcohol and other drug use. Its effects on aggression are being evaluated currently; the results of that study are not yet available. The Life Skills Training program focuses on self-image, decision making, stress management, communication skills, social skills and assertive skills. In terms of drug education, it contains information about drugs as well as normative education and refusal skills training. Life Skills Training consists of 15 sessions in the first year (usually sixth or seventh grade), 10 sessions in the second and 5 sessions in the third year. Studies have shown significant reductions in cigarette, alcohol and marijuana use among students participating in the program. Results have persisted for six years, through the end of high school.

PATHS (Promoting Alternative Thinking Strategies) was developed for grades k-5 at the University of Washington (1-800-736-2630). This general life skills curriculum, selected as a model program in *Blueprints for Violence Prevention*, focuses on understanding, expressing and managing feelings, and social problem solving. The curriculum emphasizes application of these skills to everyday life. Studies report that students in the PATHS program show less aggression toward peers and have fewer behavioral problems than students who have not participated in the program.

The Social Competence Promotion program, created by the Department of Psychology at the University of Illinois at Chicago (312- 413-1012) for middle school use, consists of 27 core lessons on social problem solving and two modules on substance abuse prevention (9 lessons) and high risk sexual behavior prevention (9 lessons). The program emphasizes application of skills across settings. Studies show improvement in problem solving and stress management, social behavior, alcohol misuse, as well as attitudes about conflict. In addition, the rate of minor delinquent acts remained steady for students receiving the intervention, while it increased significantly for control subjects.

Key Elements of Promising Violence Prevention Programs

Safe Schools, Safe Students is based on a comprehensive review of the prevention literature on violence, juvenile delinquency and substance abuse. It also incorporates interviews with 15 violence prevention experts and discussions with our Expert Working Group and a National Review Panel, whose names are listed on the back cover. These experts identified nine critical elements of violence prevention: the first two relate to content, while the rest address other characteristics. Two of these key elements—normative change and skills training—are especially important to effective violence prevention, but not sufficient by themselves to ensure success.

1. Activities designed to foster school norms against violence, aggression and bullying. Clear, specific norms must be established. Positive policies that demonstrate respect for students appear to be more effective than strictly punitive measures in achieving peaceful norms. In addition, adolescents tend to overestimate greatly the number of students carrying weapons, reinforced in part by the media's emphasis on violent incidents. Youngsters need to understand that violence is not the norm.

2. Skills training based on a strong theoretical foundation such as the Social Learning Theory. Program content should inform students about the negative consequences of violence and teach students the following skills: anger management; social perspective taking; social problem solving; peer negotiation; conflict management; peer resistance skills; active listening and effective communication. Where appropriate, content should also address hate crimes, prejudice, sexism, racism, male-female relationships and role of bystanders. As enhancers or reducers of violence, bystanders escalate or reduce conflict by their behavior; when conflict occurs, everyone present plays a role.

3. A comprehensive, multifaceted approach, including family, peer, media and community. Targeted approaches for students with problems controlling anger or aggression should be integrated with general strategies to reduce violent behavior among all students. Challenges to comprehensive programming include coordinating different community organizations, navigating community politics and getting parents to participate. Within schools, diverse prevention programming should be closely coordinated. Violence prevention, drug prevention and social competency training programs share many common elements. Prevention teaching is more likely to have an impact if it is reinforced in different settings. Schools should identify common elements among prevention programs, while noting curricula differences. For example, important components in violence prevention such as anger management and perspective taking often are not covered in other types of programs. On the other hand, drug prevention lessons on alcohol, stimulants and other drugs can be applied to the relationship between substance abuse and

violent behavior. Because of the close association between drinking, drug use and violence, referrals to appropriate services should be made for any incident involving alcohol or other drug use.

4. Physical and administrative changes to promote a positive school climate. These may include anti-violence campaigns, plant renovation, elimination of poorly lit and visually obscured spaces as well as administrative measures such as staggering class periods to reduce hallway congestion, sponsoring student art shows, science fairs, and community activities.

5. At least 10-20 sessions during the first year of a well-organized, well-implemented program and 5-10 booster sessions in the succeeding two years. Normative education and development of social skills should begin in primary grades and continue through high school. These skills have been shown to be effective at reducing other problem behaviors as well, including drinking and drug use.

6. Interactive teaching, including group work, cooperative learning, discussions and role plays that allow students to practice social skills. Students usually respond better to participatory activities than to didactic techniques such as lectures.

7. Developmentally tailored interventions which recognize that risk factors for violent behavior appear to be age and stage specific. Peer acceptance, for example, can be a protective factor at one developmental stage but a risk factor at another if the peers are gang members.

8. Culturally sensitive material appropriate to the racial, ethnic and demographic characteristics of highly diverse student populations. Programs should provide guidance to teachers for adapting material to particular groups where appropriate.

9. Teacher training to insure that programs will be implemented as intended by the program developers.

Violence Prevention Components of Dubious Value or Possible Harm

Not everything done in the name of violence prevention shows promise. Research has already raised serious doubts about a number of strategies. Structured interviews with leading experts in the country have identified the following problems:

★ Scare tactics that show pictures or videos containing violent scenes. The concern, based on considerable research, is that susceptible youth who witness violence in media may be more likely to be violent themselves. Additionally, the common adolescent attitude of "it won't happen to me" often reduces the impact of scare tactics.

★ Segregating aggressive or anti-social students into a separate group establishes a negative peer group and can be counter-productive.

★ Instructional programs that are too brief and not supported by a positive school administration.

★ Programs that focus exclusively on self-esteem. These have been shown consistently to be ineffective (e.g., gang-affiliated individuals may have very high self-esteem but still engage in violence). Self-enhancement within a more comprehensive approach to personal and social competency promotion may be of value.

★ Programs providing only didactic information without helping students develop skills necessary to avoid and handle conflict.

The key to success is identifying strategies and programs that can be reinforced at home and in the community. Schools cannot do it alone; partnerships among school, community and family are necessary to sustain successful violence prevention campaigns. Programs that provide specific guidance on how to work with students' families and the community are noted in the description section.

Identifying Promising Approaches to Violence Prevention

Methodology

As the first step in developing this guide, we convened an Expert Working Group made up of six nationally recognized prevention experts to help set priorities and guide the project. The group reviewed all curriculum assessment measures, program descriptions and summary charts and decided what types of data should be presented. In order to avoid potential conflicts of interest, the Expert Working Group did not include individuals who have a financial interest in any school-based violence prevention programs. We also convened a National Review Panel to review drafts of *Safe Schools, Safe Students.* Their comments helped shape the final document.

We conducted a complete search of the professional literature on violence prevention programs and reviewed earlier prevention guides listed under "References." We contacted the Centers for Disease Control and Prevention, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, and the Department of Education Safe and Drug Free Schools Program to explore Federal initiatives concerning violence prevention, and we reviewed related papers and reports. In order to obtain the most current knowledge of prevention efficacy, we interviewed 15 leading prevention experts actively engaged in research, listed as Advisors on Prevention Principles on the inside back cover. We synthesized this information into a list of critical elements which were then sent to the Advisors on Prevention Principles for review.

To gain a practical perspective on classroom needs, we interviewed five school administrators in various parts of the country regarding their most important concerns about the content of violence prevention programs and their application to specific situations.

Assessment Measures

Based on the "critical elements" of prevention curricula drawn from the research, as well as the "consumer factors" school officials consider when purchasing a curriculum, we developed a highly detailed, 60-item assessment coding manual which provided comprehensive measures for reviewing curricula content and coverage of key elements. The views of the Advisors on Prevention Principles on the key elements of effective violence prevention education were reflected in the criteria we developed to assess the curricula included in *Safe Schools, Safe Students.*

The coding manual included a measure of overall program quality, which assessed the likelihood that the program would effectively promote the development of essential prevention skills. Programs were rated on a five point scale from (1) very poor/not at all, (i.e., the information and activities contained in the lesson do not reflect appropriate and necessary skills and/or the information and activities are so poorly organized or written that it is unlikely that they would support the development of the appropriate skills) to (5) very good/very likely (i.e., the information and activities contained in the lesson clearly reflect and support the development of appropriate and necessary skills, including adequate time to practice and clear instructions for teachers).

A global measure of developmental appropriateness assessed the extent to which program materials, including discussion questions, classroom activities and student handouts or workbooks, were relevant for the age and grade level of students. Programs were rated on a five point scale from (1) very poor/not at all (i.e., material is too childish or too sophisticated for the target) to (5) very good/very much (i.e., consistently uses material that would be meaningful and relevant).

Ease of implementation assessed the overall organization and preparation of lesson plans, as well as instructions to teachers. Each program was rated on the likelihood that lessons could be effectively implemented (as intended by the program developer) by a regular classroom teacher with a minimum of effort or preparation (i.e., are there clear instructions with adequate explanation of the purpose of each activity, time required, tips for implementation and classroom management, and background information on risk factors and prevention strategies?).

The coding manual also collected data on whether each of the curricula covered the following critical subject areas: anger management, empathy, social problem solving, media resistance, social resistance, communication, ethnic or gender issues, general peace building skills and norms. In each of these areas the information and activities contained in lessons were rated to assess the extent to which they effectively promoted the development of specific skills (i.e., does the lesson articulate its objectives and contain activities which promote these objectives, including time to practice new skills?). Programs were rated on a five point scale. Data from this scale were later collapsed into three categories. A score of 1 indicates inadequate coverage (1–2.5); 2 indicates adequate coverage (3–4), and 3 indicates very good coverage (4.5–5).

Programs

We selected for assessment school prevention programs that met three key criteria: the programs offer classroom education to prevent aggression and violence for a general population of students; the programs are nationally available, and the distributors provided Drug Strategies curriculum materials for review. We used the following strategies to identify relevant programs: (1) review of the literature on violence prevention curricula, including searches by the Colorado Center for the Study of Violence and by the Educational Resources Information Center (ERIC); (2) queries to experts in violence prevention to identify programs they knew about and to review our list for any omissions; (3) queries to Federal agencies involved in violence prevention research and practice; (4) queries to publishers of health education curricula and review of their catalogues; (5) announcements at various health, education and prevention conferences and meetings; (6) review of published and unpublished guides to violence, and (7) Internet searches. A total of 84 programs were identified.

Procedures

Two members of the project team were trained to use the program coding manual. They independently reviewed 10 programs, achieving interrater reliability of 85 percent. In addition, after assessing all of the curricula, the two individuals reviewed the summary data on each curriculum together as they examined the program, in order to be sure that both agreed on the final scores. Where there were disagreements, the curricula were again reviewed and the conflicts were resolved.

The Expert Working Group reviewed all program descriptions and final scores. Finally, after all the programs had been assessed, the reviewers grouped programs according to the overall program quality score and reviewed each group to check the consistency of ratings across programs.

Evaluation

In order to determine whether programs had been evaluated, program distributors and developers were asked to send copies of evaluation reports. In consultation with the Expert Working Group, the following criteria were developed for assessing the quality of evaluation studies: (1) published, peer-reviewed reports of school-based studies using (2) pretest-post-test, control group design studies, (3) with adequate sample size and appropriate statistical tests of significance, that included (4) outcome data for at least two years that measured violent or aggressive behavior. None of the 84 programs had evaluations that met these criteria. However, eleven of these programs did have pretest-post-test control group design evaluations published in peer-reviewed journals, but did not meet all of the remaining criteria. The results of these evaluations are summarized briefly in the program description section in order to identify programs that may have results emerging in the future.

A more detailed description of the methodology as well as a complete list of sources may be obtained from Drug Strategies.

Evaluation: Does Violence Prevention Work?

Evaluation is critically important in order to answer the question: Does the program actually reduce aggressive or violent behavior? Program developers have a responsibility to evaluate their programs so the consumer can be confident that programs are likely to work. Evaluation is an expensive, lengthy process, particularly when it is done well. Unless a high standard for evaluation is applied consistently, it is impossible to compare the efficacy of different models.

The field of violence prevention is relatively young. Although rigorous evaluation studies are underway, few have been completed. Many of the curricula described in *Safe Schools, Safe Students* include some elements of evaluation. To date, however, none of the 84 programs has been evaluated using the following four standards: (1) published, peer reviewed reports of school-based studies using (2) pretest-post-test, control group design studies, (3) with adequate sample size and appropriate statistical tests of significance, that included (4) outcome data for at least two years that measured violent or aggressive behavior.

Evaluations of 11 programs have appeared in peer-reviewed literature; however, most of these have not yet followed students for two years and/or have not measured aggressive or violent behavior. Some also have design flaws. We have summarized the preliminary findings of these evaluations in the program description section.

The Centers for Disease Control and Prevention is currently supporting rigorous studies with peer-reviewed designs; however, long-term outcome data are not yet available. In the meantime, *Safe Schools, Safe Students* reflects the best thinking of the research community about effective school violence prevention strategies.

Many questions remain about the nature of effective violence prevention programs. Under what circumstances are these programs effective? Do they have lasting impact? What curriculum content areas are essential? What is the minimum number of sessions? How many years of booster sessions are necessary? Are programs differentially effective with different groups of students (high-risk, low-risk)?

Administrators and teachers should plan to evaluate any new program implemented in their school. When aggression and violence are broadly defined to include teasing, name calling, bullying and coercion, they may occur with some frequency on the school grounds and even in the classroom.

There are two types of evaluation: process evaluation, which assesses whether the program is feasible and appropriate for participants, and outcome evaluation, which determines whether a program has an impact on behavior.

Process evaluation. Schools can survey students, parents and faculty using questionnaires, interviews and/or focus groups to assess how well the program is received. Teachers should be asked about their responses as they teach the curriculum, and how much they are able to cover. They should also be asked about how the students respond. Some curriculum packages include tools for conducting different types of surveys as well as outcome evaluations; these are noted in the program descriptions.

Outcome evaluation. For schools that wish to conduct a rigorous outcome evaluation that measures impact on actual behavior, it is useful to work with university researchers who can provide expertise in research design and in the measurement and analysis of behavior change. At a minimum, schools should collect data concerning discipline referrals, fighting, suspension and other indicators of aggressive and violent behavior. Comparisons can be made over time to assess whether a new program appears to be reducing these problems.

Developing Effective Strategies

The first step in developing effective violence prevention strategies is to acknowledge existing problems. There is often a tendency to deny any difficulties, for numerous reasons such as fear of litigation, criticism or bad publicity. Consideration should be given to why students behave in negative ways. For example, students may carry weapons or join gangs because they believe they need protection. Students may avoid going to school because they are afraid.

Needs Assessment

A needs assessment identifies areas for improvement and develops solutions. It should not be perceived as an attempt to assign blame: the question is not, "who is responsible for the problem?" but rather, "what will our roles be in the solution?" Several structured planning models which include needs assessment and specific goals have been developed and tested. Some of these models are described and evaluated in *A Consumer's Guide to School Improvement* (Mills, 1990).

Whether a principal, teacher, parent, or school board member, you should take a walk around the school, and ask yourself, "What are the messages we send about safety and violence? Does our school feel safe and welcoming? Does it celebrate learning?" Look for places in the school that feel safe and secure, look for places where students behave well. Also notice places that are isolated and potentially dangerous, as well as places where students behave aggressively. Identify needed repairs, poor lighting, or architectural features, including areas that are difficult to supervise.

Ask others to walk around the school—students, teachers, administrators, parents and visitors—and ask them: "How does it feel to come into our school? What are the messages you perceive about safety and violence?" A needs assessment should also review written policies and procedures. Is there a written behavior code? Does it address problem areas? Is it being enforced?

At the same time, begin documenting problems, such as class cutting, truancy, dropouts, fighting, weapon-carrying, alcohol and other drug involvement, and vandalism. Data can come from a variety of sources, including discipline reports or other school records. Develop a good reporting system. Every violent incident should be documented, so that the school can begin to assess when and where they occurred. One way of keeping track of fights or other violent incidents is to get a diagram of the school's floor plan and mark (with colored tacks to signify the types of incidents) where they occurred. Often schools will notice ways of addressing problems simply by instituting this process. For example, one Georgia school studied disciplinary records and discovered that about 60 percent of the physical fights occurred during the lunch hour in or outside the cafeteria. A committee of students, faculty and parents studied the cafeteria for a week. They identified several problems and made changes in traffic flow patterns so that students did not enter and exit through the same doors, in supervision so that adults greeted and conversed with students rather than acting only as monitors and in the decor by hanging student art on the walls.

After two major fights, a team of students, parents, a police officer and staff at one Wisconsin school used the structured survey from the National School Safety Center to identify problems. Walking through the halls at busy times helped identify trouble spots. A School Crime Assessment package can be obtained from the National School Safety Center (805-373-9977). Many schools employ measures such as smaller class size, zero-tolerance policies and employment of school police officers as effective ways to combat school crime and violence.

A needs assessment is the starting point for developing a plan. Many school safety experts recommend that the school form a committee of admin-

istrators, teachers, parents, police, clergy and other concerned members of the community to address five areas:

(1) Policies and procedures;
(2) Architecture, landscaping and environment as they relate to safety, but also as they can contribute to an attractive, positive learning environment;
(3) Violence prevention curricula and programs;
(4) Intervention strategies for handling crises; and
(5) Response for dealing with crisis aftermath, such as providing counseling.

Committee members may have different priorities. For example, the school superintendent may want to focus on the most violent schools while parents are likely to be more concerned about safety in the particular schools their children attend. One of the first things parents should do is talk to their children about their experience at school. Parents can keep track of the date, time, place and other specifics of incidents and contact school administrators about serious problems.

Parents can increase their participation in school in many ways. If the school doesn't have a parent safety patrol, one can be created. Parents should introduce themselves to school administrators, the principal and superintendent. Parents should regularly visit the cafeteria, student bathrooms, the library, halls and school grounds. A suggestion box can give everyone an opportunity to identify areas of concern.

To develop a comprehensive plan for preventing and addressing violence, the committee may begin with research on one specific problem. The site should be visited several times, in order to identify structural changes that might improve the situation. Laws or policies that relate to the problem should also be investigated, and several possible solutions developed. The committee should be sensitive to the constraints imposed by tight school budgets. Parents with particular resources, such as ties to corporations that might provide grants, can be helpful. The committee should monitor progress, reinforce change, and remember that change takes time. Finally, active dialogue among students, teachers, parents, administrators and other school staff encourages everyone to support the plan.

The way changes are introduced can add significantly to a positive school climate. Schools where students feel they are an important part of institutional life usually have less violence. When students, parents and the community are included in making policy and environmental changes, their commitment to results increases. Students and faculty can help identify architectural and environmental changes that might be overlooked by administrators or others less familiar with the school.

Policies

Policies establish standards. While a school might respond to violence or the fear of violence with restrictive measures such as police action, suspension or expulsion, policies that promote a positive school climate and prevent violence may be more effective. Some violence is a result of tension between groups of students identified by geography, social status, race, religion, ethnicity or gender. Policies that create a climate that values differences and encourages mutual respect can reduce such tension.

School policies can establish a behavior code. This code should:

- ★ include a clear, positive statement about the behaviors the school expects students to exhibit (e.g., courtesy, respect for others);
- ★ include prevention, intervention at the time of violent acts, rehabilitation of habitual offenders, and target the precursors of problem behaviors (e.g., name calling and rough housing—not only fighting);
- ★ be coordinated with families and relevant community agencies;
- ★ have clear consequences for infractions; and
- ★ be well-communicated to students, faculty, parents and the community.

Positive expectations promote a sense that students are valued and trusted. Policies should be adopted after careful consideration of the needs of the students, faculty and community. For example, one Arizona district, proposing a set of policies involving several community agencies (police, schools and courts) held two well-publicized town meetings to attract input from all sectors of the community. Other schools have created community advisory boards which meet regularly. All policies should have the support of legal counsel and other regulatory bodies, such as the school board.

Handbooks that clearly outline student rights and responsibilities as well as current policies and rules should be distributed to all students on the first day of school. Some schools require students to sign a receipt for these handbooks, so they cannot maintain they have not seen the rules. Home room teachers should review the handbooks with their classes periodically through the year.

In addition, the handbook should be posted at various locations around the school.

Creating policies is a complex, sensitive process. For example, dress codes are often designed to curtail gang activity. However, one school found itself needing to buy new uniforms for the band and sports teams as a consequence of prohibiting certain colors. Rather than banning certain items or colors, a more durable policy would focus on prohibiting appearances that disrupt the educational environment.

Searching students and school property for contraband, such as weapons and drugs, may reduce violence but raises legal and ethical issues. Since school officials are bound by the Fourth Amendment prohibitions against unreasonable searches and seizures, legal counsel should be sought before initiating any search policy. Some schools have avoided this issue by removing lockers. School officials need to weigh the benefits of a search policy with the negative message about lack of trust it may send to students. Table 1 describes some policies and procedures that schools have found useful.

Schools have developed alternative consequences for policy violations and infractions of rules, such as:

Community Service - Students are assigned tasks, such as serving in a soup kitchen or food pantry, cleaning up parks, assisting at a day care center or helping in a community agency. In Indianapolis, for example, students who are suspended from school attend a special in-school academic program in the morning and then work at a local mission serving the homeless. The principal reports that the student suspension rate was cut in half after the first two years of the program.

Mediation - Mediation helps disputing parties work out their differences in a neutral setting. Mediators can be peers, school staff or community volunteers. Many schools find that mediation works best with peers. With peer mediation, selected students are trained to lead disputing students through a dialogue that has been shown to assist in conflict resolution. Students as young as 10 years old have demonstrated that they can learn mediation skills. Mediation as an alternative to other disciplinary approaches requires school administrative and policy support.

Student Courts - Student courts determine the consequences of student infractions, giving students greater responsibility in implementing school policies. Some courts are modeled after the judicial system, while others are more informal. In one California high school, three specially trained students are available every day after school to make decisions about students involved in the disciplinary process. In many schools, students can choose to have their cases decided by the student court or by the administration.

Student Assistance Programs (SAP) ASAP provides initial assessment and referral for mental health or substance abuse problems that may relate to student misbehavior or other school problems. Often a specially trained student who is supervised by a student services staff member is the initial contact. Student involvement with an SAP is treated confidentially.

Environmental Changes

The environmental structure of a school sends a message to students about whether they are valued and whether anyone cares about their learning environment. What is the condition of the physical plant? Are ceilings and walls crumbling and dangerous, windows dirty, graffiti on the walls? Are classrooms overcrowded? Does the school feel like an armed camp? Are there metal detectors and security guards, meshed windows and high fences? Do teachers stay locked in their classrooms? Schools must decide how to balance the need for security and the negative messages of suspicion and mistrust these measures may send. For example, if the school views the surrounding area as highly dangerous, students may feel the need to protect themselves with weapons. If the physical plant and the surrounding grounds are dangerous or deteriorating, the message is "no one cares," which promotes a similar attitude among students.

If a school decides that security measures are necessary, the physical environment of the school should be improved at the same time. For example, needed repairs should be made, and student artwork displayed, when mesh window coverings are installed. School officials should also make clear that security measures do not reflect mistrust of students, but instead are in-

tended to protect them. Explanatory signs can be posted, for example, with messages such as: "Metal Detectors: Keeping School Safe for Students." (Because of the cost of security guards and metal detectors, some school districts rotate them through different schools on a random, unannounced schedule.) Some schools have posted messages such as, NO GUNS, or offered monetary rewards ($20) for accurate tips about students carrying weapons to school.

There are many other ways in which an environment enhances or inhibits the potential for violence. Most of these are based on an understanding that crimes usually occur in places where there is less chance of being caught, where entrance and escape are easy. An inexpensive strategy is a volunteer school watch program or parent patrols. An added advantage of these programs is that they put more adults on the premises as supervisors. To extend the program beyond the school grounds, some schools have launched Safe Corridors programs in which neighbors and parents watch the route to school from the safety of their homes. If they see a problem, they call 911. Another strategy is to create easy ways of identifying intruders. The use of photo ID badges with different background colors worn by teachers, administrators, students and visitors helps isolate intruders, as do school uniforms.

Safety literature advises schools to create visible barriers, with security guards or teachers at all entrances. Other strategies include equipping security staff with two-way radios or cell phones, putting safety lights in the classroom (like call button lights on airplanes) to summon help and using closed circuit television monitors to supervise isolated areas. In addition, convex mirrors can be installed to show conditions around corners and in blind hallways. Safety experts recommend that schools make it difficult to bring weapons onto the campus and for individuals to enter or leave.

Some architectural features of school buildings and grounds facilitate violence. Poorly lighted hallways, hard to supervise stairwells and overgrown landscaping can provide locations for fighting or other violence. Making structural changes can help create a positive and safe environment. Table 2 summarizes some of the changes that schools have found helpful.

Table 1 Policies & Procedures

Component	Example
School Organization	● Small classes have been studied and shown to increase school achievement, positive student-staff communication and involvement in school affairs. ● Cooperative learning, group work and other interactive teaching strategies have demonstrable benefits for school achievement and positive attachment to school. ● Changing the response to "F" grades to include an opportunity to reteach and retest would give students an increased stake in school attendance while reflecting actual achievement.
Interagency Cooperation	● Establish agreements with police and courts to work together with students. Invite police to suggest modifications to the environment to prevent crime. ● Establish activities and resources that attract parents and other citizens on a regular basis to the school building.
Student Involvement	● Offer opportunities for students to voice concerns about safety and other issues with teachers and counselors. ● Solicit student input on a regular basis through student advisory committees to provide feedback and a forum for policy discussions. ● Increase communication and encourage involvement using an active student press or school safety newsletter. ● Provide mechanisms for prompt response to student, parent and community concerns.
Parent Involvement	● Community school models have a proven benefit in facilitating family supports and meeting student health needs that are essential for learning. ● Non community schools may provide a family resource room with materials and specific information on family supports such as health, social services, food stamps, transportation and meeting special needs.
Restrict Entry in Schools of High Violence	● Issue identification cards to students, teachers, staff and maintenance staff and have them use them. Also issue temporary ID badges to visitors for easy identification of intruders. ● Restrict parking privileges. ● Close campus so that students do not leave campus during the school day. Often students are resistant but this is one of the least expensive actions that a school can take. ● Have students, staff, or parent volunteers greet approved visitors and escort them to their destination.
Dress	● Uniforms may help eliminate a form of competition among students. They can help the school identify non-students on the premises and the community to locate truants. ● Dress codes need to be flexible and general so they will not become outdated as trends change. ● Prohibit beepers, headphones and cell phones because of their potential for disturbance and their link to drug dealing.

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Table 2 Environmental/Architectural Modifications

Modification	Example
Structural Changes	● Improve lighting to increase the ability to supervise and limit opportunistic mischief. ● Use landscaping to create light, open spaces and to eliminate places to hide drugs or weapons. ● Close off isolated stairwells and other places difficult to supervise. ● After consultation with students and parents, remove doors from lockers or remove lockers themselves to eliminate places where drugs or weapons can be stored. ● In schools with high violence, install surveillance cameras.
Maintenance	● Keep halls, classrooms and bathrooms clean to encourage appropriate behavior. ● Remove graffiti immediately and paint hallways in cheerful and attractive colors. ● Repair or replace worn out or damaged property.
Create a Respectful and Positive School Environment	● Give recognition to students with displays of their art work, posters, student projects and merit awards. ● Recognize two students each week for positive behavior.
Hallways	● Remove barriers, such as wastebaskets, to the free flow of traffic. ● Remove barriers to supervision such as dead-end stairways ● Place cues and reminders of appropriate hall behavior, such as a yellow line down the center of the hallway. ● Stagger passing periods to reduce the number of students in the halls at the same time. ● Have classroom teachers, staff and student volunteers help direct traffic and monitor halls and stairways during the passing periods.
Restrict Entry and Exit	● Install mesh coverings on windows. ● Provide single points of entry and exit. ● Install metal detectors. Some districts (as well as security teams) rotate them on a random, unannounced schedule. ● Lock the entrance and exit of parking lot.

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Assessment of Programs

Glossary

The programs are divided into three sections, color-coded:

- **normative change**
- **life skills violence prevention**
- **peer mediation**

Normative change programs may contain life skills training; they are specifically designed to promote a consistent, anti-violent, pro-social and peaceful climate in the classroom, school and community. Life skills violence prevention programs include a wide range of approaches which may cover social problem-solving and other personal and social skills training. Peer mediation programs usually train small groups of students to deal with conflicts which arise between students.

Each section contains program descriptions followed by general information and information on coverage.

Program Descriptions

Program descriptions are organized as follows:

- general program elements; areas of strength, special elements, extras.
- concerns the reviewers have with the program; areas for improvement.
- evaluation findings.

General Information

This section provides basic information about each program.

Year created/year revised - lists the years of first publication and latest revision reviewed.

Cost - calculates the curriculum cost for one class of 30 students for one year. A range of price indicates that prices vary at different grade levels. With most programs, this is a one-time expenditure and any future expenses are for consumable materials, such as workbooks. Some programs assume that materials will be shared among same-grade classes. Many programs offer extras at additional cost; these costs are not included here. Each school will have to calculate its own final cost.

- **A** very good
- **B** good
- **C** satisfactory
- **D** poor

The above scale is used to rate the following categories:

Program Quality - the extent to which the program articulates its objectives, contains activities which promote these objectives, includes the key elements of violence prevention and provides ample opportunities for practice so that the skills can be applied. If the program contains graphic depictions of violence, this will be indicated by an asterisk.

Developmental Appropriateness - assesses whether the materials and lessons can be easily understood by students. Developmentally appropriate material takes into consideration the attention span, interests and academic abilities of each age and grade level.

Ease of Administration - assesses the extent to which lessons can be effectively implemented by a classroom teacher with minimum preparation. They should contain clear instructions with adequate explanation of the purpose of each activity, time required, tips for implementation and classroom management, and background information on prevention strategies. Some will require an experienced teacher or one with special skills. This will be indicated by an asterisk.

Teacher Training - assesses whether training is:

- **o** offered
- **r** required
- **sr** strongly recommended
- **n** not available

Training varies considerably from program to program. The guide does not include information on the time requirements, specific costs of training or the quality of training.

Program Coverage

Program coverage provides information about content. Several skills and approaches teach young people to avoid conflict, live peaceably with each other and resist pressures to act violently when conflict occurs. These charts assess which skills are covered and the extent of coverage. Where appropriate, symbols are used for the following ratings:

- **3 very good coverage**
- **2 adequate coverage**
- **1 inadequate coverage**
- **nc not covered**

Personal and Social Skills

Anger Management - teaches students to define, recognize and control their own anger.

Empathy - teaches students to understand many points of view and to realize that there may be multiple interpretations of the same event.

Social Problem Solving - helps students develop techniques to defuse situations or find peaceful solutions to disagreements.

Media - increases awareness of the effects of the media on violent behavior and teaches cognitive skills for resisting media influences.

Social Resistance Skills - enable students to recognize pressures to react in violent ways and teach techniques to resist influences to become violent, including bullies, gangs, sexual harassment, fighting, rumors, teasing, etc.

Communication - teaches students effective communication: active listening, assertiveness, how to give and receive positive and negative feedback.

Ethnic/Race/Gender - materials and activities designed to prevent stereotyping, to promote effective male/female interactions and to cultivate understanding and respect for diversity,

disabilities, and different sexual orientations.

Peace building - promotes skills in mediation and consensus building. Includes materials and activities to promote relationships, problem-solving and fair-play and peer cooperation as positive values. Promotes personal responsibility and a proactive response to injustice.

AGGRESSORS, VICTIMS & BYSTANDERS

Education Development Center, Inc.
55 Chapel Street, Suite 25 • Newton, MA 02158
(800)793-5076 Grades:6-9

▲ A beautifully organized, teacher friendly, well-developed 12 session curriculum. Excellent "points to keep in mind" at beginning of each session. Part of Teenage Health Teaching Modules, a well-evaluated, comprehensive health program which also includes material on drugs and alcohol. Many extras. Includes a quiz to be given at end of the module.

▼ Concern that role-plays allow acting out of aggressive material (including a fake stabbing) . Students then rewrite the script but might find the new version less dramatic and fun than the first. Would require an experienced and skilled teacher to handle these situations.

CHOOSING HEALTH HIGH SCHOOL: VIOLENCE AND INJURY

ETR Associates • P.O. Box 1830 • Santa Cruz, CA 95061-1830
(800)321-4407 Grades: 9-12

▲ One module in a comprehensive health program. Contains 7 sessions directly relevant to violence prevention; an additional 2-3 sessions on suicide prevention. Well formatted and teacher friendly. Good emphasis on interactive teaching with useful time requirements provided for each activity. Sensitive to the self-consciousness and privacy needs of students. Content on drugs and alcohol.

▼ Sometimes unclear about purpose of activities. Discussion activities lack adequate guidance for teachers on points they should elicit from students. Weak in training on social problem solving. The program does not adequately cover the essential elements of violence prevention.

COMPREHENSIVE HEALTH FOR THE MIDDLE GRADES

ETR Associates • P.O. Box 1830 • Santa Cruz, CA 95061-1830
(800)321-4407 Grades: 5-9

▲ Seventeen lessons on violence prevention and 9 lessons on communication and anger management are part of this comprehensive health program which includes sessions on weapons and alcohol. Well organized, attractive for teachers. Strong emphasis on interactive techniques. Contains Health Fact Book on Violence. Tips for infusion into other subject areas. Other skill areas, including drug prevention, are covered in separate modules.

▼ Lessons sometimes lack the detail needed to ensure essential skills will be adequately developed. Additional guidance on how to process student research projects needed.

EXPLORING THE ISSUES: PROMOTING PEACE AND PREVENTING VIOLENCE

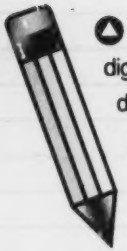
Quest: Skills for Action • P.O. Box 4850 • Newark, OH 43058-4850
(800)446-2700 Grades: 9-12

▲ A beautifully organized 19 lesson curriculum with good interactive learning structure. Features a well-developed service learning approach. Lots of extras: school climate guide for administrators, lessons on drugs, the danger of weapons, and avoiding gang violence.

▼ Early lessons focus on concept and awareness of violence; later sessions more skill oriented. All material needs to be covered to be effective.

GROWING HEALTHY

National Center for Health Education • 72 Spring Street, Suite 208
New York, NY 10012-4019
(800)551-3488 Grades: K-6



▲ Attractive 42-56 lesson program emphasizing one health education topic—digestion, respiration, circulation, etc.—each year. Evaluated and shown to reduce smoking. Material on conflict resolution and violence prevention integrated into curriculum. Material on gun safety as well as drugs and alcohol. Strong emphasis on cooperative learning and use of learning centers. Good background materials. Emphasis on goal-setting with numerous opportunities for practice. Workbooks in Spanish. Components on family, community involvement and HIV/AIDS prevention. Includes puppets, posters, cassettes and videos.

▼ Lesson plans are clear, but may require considerable preparation time. Skills training scattered throughout curriculum; complete implementation is necessary.

MICHIGAN MODEL

Michigan Department of Public Health
3423 N. Martin Luther King Blvd. • Lansing, MI 48909
(517)335-8388 Grades: K-12

▲ Very well organized 40-60 lesson per year curriculum which addresses the elements of prevention with good emphasis on life skills development. Provides excellent instruction for teachers as well as sufficient opportunities to practice violence prevention lessons in grades k-8. Also includes very strong stand-alone modules on violence prevention for grades 7-8 and high school. Well-organized, very detailed, strongly urges teacher to follow lessons in sequence. Material on drugs and alcohol.

▼ Violence prevention is a brief part of this large program. Developed for use in Michigan, and often uses Michigan statistics and laws.

WORKING TOWARD PEACE

Quest International • P.O. Box 4850 • Newark, OH 43058-4850
(800)446-2700 Grades: 7-9

▲ Thorough and well-organized program with 22 sessions and a 6 session basic life skills "skills bank." Well laid out strategies for anger management and problem solving. Content on drugs and alcohol in other modules. Consistently sensitive to the heterogeneity of American culture. Frequent reminders to teachers to tailor lessons to class makeup. Lots of instruction and material for infusion and team teaching. Includes a service learning project.

▼ Insufficient level of follow-through in some skill areas and occasional incomplete processing of skill development. Would be improved by more material for structured practice of skills.

ACTIONS FOR HEALTH

ETR Associates • P.O. Box 1830 • Santa Cruz, CA 95061-1830
(800)321-4407 Grades: K-6

▲ Colorful, engaging program with posters, workbooks, storybooks and take-home letters for families. Thirty or more lessons per year. Includes lessons about hitting and gun safety, as well as material on physical and sexual abuse. Content on tobacco, alcohol, drugs, HIV, and AIDS. Interesting community service activities. Suggestions for involving families.

▼ Major life skills emphasized in separate years, leading to a concern that entire program must be implemented to be effective and that elements critical to violence prevention could be lost. Minimal attention to anger in second grade.

HEALTH SKILLS FOR LIFE

P.O. Box 22936 • Eugene, OR 97402

(888)283-6902 Grades: K-12

▲ Multi-unit curriculum with 30-50 lessons per grade emphasizing life skill development and the interrelationship of health issues. Covers many health topics, including conflict resolution, HIV, teen pregnancy and effective parenting. Section on "skill correction" at the end of each lesson to make sure students have mastered skill. Separate lessons on drugs and alcohol. Tips for infusing material across subject areas, as well as involving parents.

▼ Complicated format requires preparation and familiarity with location of materials. Size of curriculum may make implementation difficult. Different personal and social skills emphasized in different years, making complete implementation essential.

KNOW YOUR BODY

American Health Foundation • 675 3rd Avenue, 11th Floor • New York, NY 10017

(212)551-2509 Grades: K-6

▲ Attractive, 10 module curriculum to be taught for 40 minutes a week throughout the school year. Module on healthy relationships, in particular, covers important elements of violence prevention. Thoughtful suggestions for infusion across subject areas. Skill builder unit promoting development of general life skills at beginning of each grade level. Includes age-appropriate information about tobacco, alcohol, marijuana and cocaine. Multi-ethnic illustrations throughout the program. Translated into 7 languages. Workshops for family. Posters, song tapes and student activity books. Puppets available at extra cost.

▼ Instructions for teachers lack sufficient detail. Time required for lessons and activities is unclear, raising concern that teacher might not cover all the material.

VIOLENCE PREVENTION CURRICULUM FOR ADOLESCENTS

Education Development Center, Inc

55 Chapel Street, Suite 25 • Newton, MA 02158

(800)225-4276 Grades: 9-10

▲ A well laid out, tight, fairly easy to use 10 session program focused on reducing fighting. Nicely formatted background section. Well integrated discussion of race and socio-economic status. Program appears to target an aggressive population. Good general discussion of interactive techniques. Part of Teenage Health Teaching Modules, a well-evaluated comprehensive health program. Contains material on drugs and alcohol.

▼ Weak instructions for role plays within sessions; some risky approaches that allow acting out anger and violence. Actual practice of skills for avoiding fights occurs too late in program. Data provided on violence is outdated. Frequently overly sophisticated and conceptual.

⊖ Post-test results from a weak study (within school control groups not randomly assigned or matched) suggest significant reductions in school suspensions.

WORKING IT OUT

Quest International • P.O. Box 4850 • Newark, OH 43058-4850

(800)446-2700 Grades: K-6

▲ Well-organized 10 session program. Lots of material on infusion and energizers to make curriculum lively and fun. Includes a family resource folder, and administrator's guide on school climate. Content on drugs and alcohol.

▼ Sometimes not clear on point of activities. Inadequate coverage in some lessons with weak follow-through. Social problem solving not as well developed as it could be.

Comprehensive Health Programs
General Information

(A) very good (B) good (C) satisfactory (D) poor

(O) offered (r) required (sr) strongly recommended (n) not available

Programs in red are Normative Change* programs Programs in green are Life Skills programs	Aggressors, Victims & Bystanders	Choosing Health High School: Violence and Injury	Comprehensive Health for the Middle Grades	Exploring the Issues: Promoting Peace and Preventing Violence	Growing Healthy	Michigan Model	Working Toward Peace	Actions for Health	Health Skills for Life	Know Your Body	Violence Prevention Curriculum for Adolescents	Working it Out
Grade Level	6-9	9-12	5-9	9-12	K-6	K-12	7-9	K-6	K-12	K-6	9-10	K-6
Year created/ revised	1994	1997	1996	1995	1978/ 1996	1984/ 1995	1995	1994	1982/ 1996	1975/ 1995	1987	1995
Cost	$60	$27	$27	$30	$387-$762	$240	$90	$235	$240-$360	$65	$30-$150	$90
Program Quality	A	D	C	B	B	B	B	B	C	B	B	C
Developmental Appropriateness	A	A	B	A	B	A	A	B	C	B	C	A
Ease of Administration	A**	A	A	A	B	A	A	B	C	B	B**	A
Teacher Training	O	O	O	sr	r	sr	sr	O	sr	sr	O	sr

** Normative change programs may contain life skills training. ** special skills or experience required.*

Comprehensive Health Programs
Program Content

3 very good coverage
2 adequate coverage
1 inadequate coverage
nc not covered

Programs in red are Normative Change* programs Programs in green are Life Skills programs	Aggressors, Victims & Bystanders	Choosing Health High School: Violence and Injury	Comprehensive Health for the Middle Grades	Exploring the Issues: Promoting Peace and Preventing Violence	Growing Healthy	Michigan Model	Working Toward Peace	Actions for Health	Health Skills for Life	Know Your Body	Violence Prevention Curriculum for Adolescents	Working it Out
Grade Level	6-9	9-12	5-9	9-12	K-6	K-12	7-9	K-6	K-12	K-6	9-10	K-6
Anger Management	2	2	2	2	2	3	2	1	1	2	2	2
Empathy	nc	nc	nc	2	2	3	2	3	1	2	2	2
Social Problem Solving	3	1	2	2	3	3	3	2	2	2	2	2
Media	2	2	2	2	2	2	2	nc	nc	1	2	nc
Social Resistance Skills	2	1	1	2	3	3	2	2	1	2	2	2
Communication	3	2	2	1	2	3	2	2	2	2	nc	2
Ethnic/Race Gender	nc	2	2	2	nc	3	3	2	1	2	2	2
Peace Building	nc	nc	1	3	2	3	2	2	2	3	nc	nc

** Normative change programs may contain life skills training.*

A PEACEABLE PLACE

C. E. Mendez Foundation • Prevention Education Programs
601 South Magnolia Avenue • Tampa, FL 33606
(813)251-3600 Grades: K-12

▲ A delightful package of materials complements this highly interactive 4-9 session program. Strongly focused on critical skill areas. Extremely detailed instructions for teachers. Very complete. Lots of extras: games, newsletter-style workbooks, storybooks, colorful posters, puzzles, tips for infusing across subject areas in each lesson, suggested age-appropriate children's literature, evaluation tools.

▼ Too brief in some years (4 or 5 lessons), though nice separate manuals for each grade. Tries to do a lot in each session; could be difficult to complete in time allotted. Instructions for role plays only average.

RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)

RCCP National Center • 163 Third Avenue, # 103 • New York, NY 10003
(212)509-0022 Grades: K-12

▲ More than 50 lessons organized for grades k-2 and 3-6 comprise this comprehensive prevention program. Activities are well-developed to encourage student involvement and cover a broad range of skills. Good lessons on diversity and prejudice. Also includes peace building lessons and activities. Considerable professional development requirement for teachers. Uses Conflict Resolution in the Middle School as part of program.

▼ Major concern about this program is that it is offered as a menu. Instructions to teachers are sometimes sketchy—content of role plays is often left to teacher. Teacher's manual contains extensive text.

= Publication reporting preliminary post-test results of a rigorous ongoing CDC evaluation will soon be released.

RESPECT AND PROTECT
VIOLENCE INTERVENTION AND PREVENTION PROGRAM

Johnson Institute • 7205 Ohms Lane • Minneapolis, MN 55439-2159
(800)231-5165 Grades: K-12

▲ A comprehensive school climate program directed at teachers and administrators. Includes a 28 minute video that gives a good overview of programs that can be implemented to address issues of violence. Numerous examples and samples of rules and policies with a consistent no-tolerance message. Useful assessment survey and planning sheets. Chapter on parent involvement and concerns.

▼ Support group segregating bullies could create negative norms.

STAR: STRAIGHT TALK ABOUT RISKS

Center to Prevent Handgun Violence
1225 Eye Street NW, Suite 1100 • Washington, DC 20005
(202)289-7319 Grades: P-12

▲ A well-organized, creative, highly-focused 11-14 lesson curriculum for 4 different grade- level groupings. Most lessons require several sessions to complete. Well-grounded in prevention research; unique focus on handgun violence. Program is delivered to schools and youth agencies with professional training by Center to Prevent Handgun Violence staff.

▼ Program contains more emphasis on concepts than on development of skills. Offers insufficient guidance to teachers to counteract media coverage glorifying violence.

TEACHING STUDENTS TO BE PEACEMAKERS

Interaction Book Company • 7208 Cornelia Drive • Edina, MN 55435

(612)831-9500. Grades: K-12

- ▲ A resource for a school climate program, covering important content areas. A good tool to augment a comprehensive strategy. Contains ideas for promoting cooperative learning, communication and anger management. Lots of activities and handouts. Includes a section on peer mediation.
- ▼ A lengthy and dense book with little structure to help teacher develop lessons. Would require a dedicated teacher to assure fidelity of implementation.
- ⊖ Several evaluations suggest that students can be trained to use mediation techniques, and that the program may reduce the number of conflicts referred to teachers. Rigorous studies of program impact on aggressive behavior have not been conducted.

VOICES OF LOVE AND FREEDOM

67 Alleghany Street • Boston, MA 02120

(617)635-6433 Grades: K-12

- ▲ Creative, innovative program that uses a structured approach to children's books and multicultural appreciation to prevent violence while promoting literacy skills. Introduces 15-18 stories for teachers to choose from each year with a four-step approach to processing material. Strongly grounded in developmental research. Encourages cooperative learning. Includes a Spanish literature program that can stand alone.
- ▼ Because the children's books are available through many different publishers, the reviewers were concerned about the time involved for the teacher in assembling or ordering the books.

CONFLICT RESOLUTION

Sunburst Communications • P.O. Box 40 • Pleasantville, NY 10570

(800)431-1934 Grades: 2-12

- ▲ Conflict resolution with 36 activities for elementary grades, 32 for middle school and 46 for high school, available separately. Attractive package of materials includes 19 videos and colorful posters. Components on conflicts with parents. Emphasis on fairness and respect for others. Includes a high school component on mediation (based on Mediation: Getting to WinWin!)
- ▼ Quality of videos only average. Instructions for handling disclosures weak.

CONFLICT RESOLUTION CURRICULUM

The Knopf Company • 1126 South Main Street • Plymouth, MI 48170-2214

(800)420-4343 Grades: K-12

- ▲ A well-written, 8 session outline of anger management, social problem solving and communication skills. Lots of alternatives with good guidance about appropriate age level. A menu of equivalent activities to allow teacher to design a curriculum specific to the needs of the class.
- ▼ This program is too brief with inadequate guidance for teacher on purpose of activities and what to look for during discussions. Insufficient time and coverage to develop skills.

DISCOVER: SKILLS FOR LIFE

American Guidance Service, Inc.

4201 Woodland Road • Circle Pines, MN 55014-1796

(800)328-2560 Grades: K-12

- ▲ A comprehensive life skills program with a separate teacher's guide for each year containing specific lessons on violence. Beautiful materials. Lots of helpful strategies on instructional tips sheets. Components on family and drugs. Internal evaluation materials in the form of tests.
- ▼ Sometimes lacks focus, covering parts of different skills in the same lesson. Little logic to sequence. More time spent on concepts than on actual skill development.

PROJECT OZ

502 South Morris Avenue • Bloomington IL 61701

(309)827-0377 Grades: K-12

- ▲ Lengthy drug, alcohol, tobacco and violence prevention curriculum, emphasizing life skills. A stand-alone component with many violence prevention activities for grades 4-7. Suggests policies and structural changes as well as ways of linking with the community. Strong emphasis on inclusion and special education in background materials. Tips for infusing across subject areas. Section on gangs.
- ▼ Materials dense. Inadequate guidance to teachers on implementation. Some lessons are overly conceptual for age level.

K-12 Programs
General Information

(A) very good (B) good (C) satisfactory (D) poor

(O) offered (r) required (sr) strongly recommended (n) not available

Programs in red are Normative Change* programs Programs in green are Life Skills programs	A Peaceable Place	Resolving Conflict Creatively Program (RCCP)	Respect and Protect: Violence Intervention and Prevention Program	STAR: Straight Talk About Risks	Teaching Students to be Peacemakers	Voices of Love and Freedom	Conflict Resolution	Conflict Resolution Curriculum	Discover: Skills for Life	Project OZ
Grade Level	K-12	K-12	K-12	P-12	K-12	K-12	2-12	K-12	K-12	K-12
Year created/ revised	1994/ 1996	1985/ 1996	1996	1992	1994	1993/ 1997	1996	1994/ 1995	1996	1989/ 1994 (6-7) 1996 (4-5)
Cost	$10-100	$990	$500-$1600	***	$25	$375	$435-$799	$59	$448-$598	$100
Program Quality	B	B	B	C	C	A	B	D	C	C
Developmental Appropriateness	A	B	**	B	B	A	B	B	B	C
Ease of Administration	A	C	C	A	C	B	B	C	B	B
Teacher Training	O	r	sr	r	O	sr	n	sr	O	sr

** Normative change programs may contain life skills training. **School climate program directed at teachers and administrators. Cost varies depending on how used*
**** Cost depends on number of teachers trained.*

K-12 Programs
Program Content

3 very good coverage
2 adequate coverage
1 inadequate coverage
nc not covered

Programs in red are Normative Change* programs

Programs in green are Life Skills programs

	A Peaceable Place	Resolving Conflict Creatively Program (RCCP)	Respect and Protect: Violence Intervention and Prevention Program	STAR: Straight Talk About Risks	Teaching Students to be Peacemakers	Voices of Love and Freedom	Conflict Resolution	Conflict Resolution Curriculum	Discover: Skills for Life	Project OZ
Grade Level	K-12	K-12	K-12	P-12	K-12	K-12	2-12	K-12	K-12	K-12
Anger Management	2	2	nc	2	2	2	2	1	2	2
Empathy	2	2	nc	nc	2	3	2	1	2	2
Social Problem Solving	3	2	nc	2	2	3	2	2	2	2
Media	3	1	nc	2	nc	nc	2	nc	2	2
Social Resistance Skills	3	2	nc	2	2	nc	3	1	2	2
Communication	3	2	nc	nc	2	3	2	2	1	2
Ethnic/Race Gender	2	3	nc	nc	nc	3	1	nc	1	2
Peace Building	3	2	nc	2	2	3	nc	nc	1	2

* *Normative change programs may contain life skills training.*

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Elementary School Programs

ADVENTURES IN PEACEMAKING

Educators for Social Responsibility • 23 Garden Street • Cambridge, MA 02138
(800)370-2515 Grades: K-6

▲ A program of over 200 activities, best used as a resource, that provides a structure for developing conflict resolution practices in the classroom. Good classroom management tips emphasizing a positive approach. Highly interactive with lots of teambuilding energizers. Tight structure to follow in brief mediation unit.

▼ Needs more emphasis on skills. Would require a motivated and highly organized teacher to use successfully. Instructions not always clear.

CONFLICT RESOLUTION AND PEER MEDIATION

Mediation Network of North Carolina • P.O. Box 241 • Chapel Hill, NC 27541-0241
(919)929-6333 Grades: K-3, 4&5

▲ This 12 to 15 session per year curriculum teaches negotiation, mediation and conflict management skills to the entire class. Uses a "talk it out" strategy to help students negotiate. Suggests creating a "peace place" to go to negotiate in the classroom. Useful optional lesson on diversity for kindergarten, to begin discussion. Early grades emphasize conflict management skills in developmentally appropriate ways.

▼ Clear and distinct emphasis on mediation in grades 4-5; this overshadows life skills training which began in earlier years.

DANIEL THE DINOSAUR

Johnson Institute • 7205 Ohms Lane • Minneapolis, MN 55439-2159
(800)231-5165 Grades: K-6

▲ Eleven session program to help the victims of bullying. Well-organized with good use of techniques. Good background in introduction and at beginning of each lesson. Excellent guidance for teachers. Part of a comprehensive strategy which includes other programs, including two on chemical dependency in the family.

▼ Material for teachers sometimes dense and dull. Format of dinosaur might be too babyish for 6th graders. Needs better guidance on how to handle disclosure of sensitive subjects by students.

GETTING ALONG

American Guidance Service, Inc.
4201 Woodland Road • Circle Pines, MN 55014-1796
(800)328-2560 Grades: K-4

▲ Features 10 guides for dealing with major classroom adjustment issues: teasing, bossiness, poor sportsmanship, etc. Totally flexible program. Teacher can pull out a guide as a problem arises. Approach consists of a 6 step process to promote cooperation and social problem solving. Audiocassette with songs.

▼ Total flexibility of program is also a weakness. Insufficient coverage of key elements. Repeated over 5 years, these lessons may lose their appeal.

LEARNING THE SKILLS OF PEACEMAKING

Jalmar Press • 24426 S. Main Street, Suite 702 • Carson, CA 90745

(800)662-9662 Grades: K-6

▲ A 59 lesson school climate program to be taught twice a week, with variation from year to year to be supplied by the teacher. Lots of background and conceptual information to help a teacher create a more peaceful classroom. Positive classroom management and win-win negotiating. Peer mediation guidelines and guidelines for conducting parent workshops included. Emphasis on current events and our interconnected world.

▼ Format inaccessible and dense. High degree of flexibility risks uneven implementation. Needs motivated teacher to use successfully.

NO MORE BULLYING

Sunburst Communications • P.O. Box 40 • Pleasantville, NY 10570

(800)431-1934 Grades: 2-5

▲ Solid anti-bullying curriculum that includes 18 classroom activities to be used in conjunction with 3 student videos. Provides outline, worksheets and staff video for in service training. Curriculum builds student skills for resisting bullies, using circle technique and buddy system, as well as suggestions for creating a school climate that prevents bullying. Includes a session on telling vs. tattling. Colorful posters.

▼ Guidelines for buddy system not sufficiently detailed. The parallel emphasis of the program on student and staff responsibility for preventing bullying raises concern that teachers may overemphasize students' responsibility. Quality of videos only average.

PEACEBUILDERS

Heartsprings, Inc. • 7482 East Wandering Road • Tucson, AZ 85732

(520)299-6770 Grades: K-5

▲ Creative and solidly-based comprehensive school climate program that emphasizes praising others, avoiding negative comments, being aware of injustices, righting wrongs and seeking out "wise people." Excellent classroom management suggestions, particularly for handling discipline and "unruly" kids. This well-evaluated program contains many extras including an intensive peace building program for especially disruptive students, a family program, playground program, planning guides for teachers, a leadership guide for administrators, manuals for school staff, bus drivers, cafeteria workers, etc. Evaluation tools, surveys, student workbooks in Spanish and English.

▼ Room for improvement in organization and format to facilitate implementation.

⊖ Preliminary post-test results of rigorous ongoing CDC evaluation shows significant reductions in fighting-related injury visits to school nurse by students.

PEACEFUL PARTNERS

Project Charlie • 6425 Nicollet Avenue S. • Richfield, MN 55423

(800)279-KIDS Grades: K-6

▲ A 34-39 session program covering many important skill areas. Extensive activities on stereotyping and respecting diversity. Lessons on families, identifying each family's uniqueness, family stress, and identifying a trusted adult. Lesson on sexual harassment. Broader Project Charlie program contains material on drugs and alcohol.

▼ Weak primary lessons lower overall score. Variable quality in menu of activities. Little guidance for teachers on how to choose most important activities. No guidance for teacher on how to handle situations in which a child reveals sensitive information. Choppy sequence of lessons.

PEACEMAKING SKILLS FOR KIDS

Peace Education Foundation • 1900 Biscayne Blvd • Miami, FL 33132-1025

(800)749-8838 Grade: 3

▲ Also called Peace Scholars, this is an innovative grade 3 program of over 40 lessons centered around children's literature. Good discussion questions to teach communication using multicultural stories. Includes some lessons on mediation and activities to encourage appreciation of diversity. Uses on-going cooperative learning groups called "villages" to build sense of community and respect for others.

▼ Weak on follow-through of skill development. Insufficient guidance for teachers.

PEACEMAKING SKILLS FOR LITTLE KIDS

Peace Education Foundation • 1900 Biscayne Blvd. • Miami, FL 33132-1025

(800)749-8838 Grades: P-2

▲ Peace building program for very young children. Covers important topics with fun activities and good use of puppets. Recommends integration of children's stories (with suggestions of specific books) throughout. Teaches respect for those with disabilities.

▼ Sometimes unclear whether activities are required. Insufficient guidance for teachers. While it covers important topics, skill development is weak.

TREVOR AND TIFFANY THE TYRANNOSAURUS TWINS LEARN TO STOP BULLYING

Johnson Institute • 7205 Ohms Lane • Minneapolis, MN 55439-2159

(800)231-5165 Grades: K-6

▲ An 11 session curriculum aimed at aggressive students. Contains excellent background material. Lessons cover anger and problem solving with particular emphasis on coping techniques. Stresses the negative consequences of violence.

▼ Poorly organized for teachers and weak on guidelines for handling disclosures. Materials are not designed to be appealing to young children. Segregating at-risk youth from their peers may create a negative peer group.

CONFLICT RESOLUTION: AN ELEMENTARY SCHOOL CURRICULUM

The Community Board Program

1540 Market Street, Suite 490 • San Francisco, CA 94102

(415)552-1250 Grades: K-6

▲ Strong multi-lesson program on communication and problem-solving. Games and other techniques for maintaining students' interest. Tips from teachers who have used program at end of each lesson. Includes a section on dealing with conflict through class meetings. Strategies for facilitating discussion of student conflicts.

▼ Extensive conceptual material. Need to be careful not to minimize skills training. Some redundancy. Room for improvement in instructions for teachers.

CREATIVE CONFLICT SOLVING FOR KIDS

Peace Education Foundation • 1900 Biscayne Blvd. • Miami, FL 33132-1025

(800)749-8838 Grades: 4-5

▲ A conflict resolution curriculum for grades 4 and 5. Covers many important topics for problem solving and peacebuilding. Contains an introduction to mediation.

▼ Teacher's guide does not contain enough detail to insure adequate development of skills. Instructions for role plays insufficient. Student manual is cluttered and lacks appeal.

KELSO'S CHOICE

Rhinestone Press • P.O. Box 30 • Winchester, OR 97495-0030

(541)440-4179 Grades: K-6

▲ List of techniques for dealing with conflicts that is reinforced throughout 14 session curriculum. Developmentally appropriate use of story books.

▼ Program does not meet stated objectives. Instructions and guidance to teachers very weak. Provides minimal coverage of prevention elements.

LESSONS IN CONFLICT RESOLUTION

New Mexico Center for Dispute Resolution
800 Park Avenue, SW • Albuquerque, NM 87102
(800)249-6884 Grades: 6-4

- ▲ Twenty-three lesson program to be given in a 6-10 week period at the beginning of school year. To be used as a companion to a mediation program. Provides students with the language to work with a mediation program. Could also stand alone. List of resources at end, including national organizations.
- ▼ Reviewers were provided with a poor quality product—spiral-bound manual with misordered pages. Weak instructions for teachers, almost none for cooperative learning or role play.

PEACEMAKING MADE PRACTICAL

The Conflict Center • 2626 Oscaola Street • Denver, CO 80212
(303)433-4983 Grades: P-6

- ▲ A broad ranging curriculum for grades P-6 which covers a number of important topics, including anger management, social problem solving, empathy, social resistance skills and communication.
- ▼ This program fails to develop adequately any of the critical skill areas. It is weak in organization and developmental appropriateness, and contains little guidance for teachers. Materials and activities lack student appeal.

RESOLVING CONFLICT: ACTIVITIES FOR GRADES K-3

New Mexico Center for Dispute Resolution
800 Park Avenue, SW • Albuquerque, NM 87102
(800) 249-6884 Grades: K-3

- ▲ Thirteen 15 minute activities to be used in conjunction with a peer mediation program. Provides an introduction to the vocabulary of conflict resolution and peer mediation.
- ▼ A very brief program. Weak on instructions to teachers. Insufficient coverage of prevention elements.

WORKING TOGETHER: BUILDING CHILDREN'S SOCIAL SKILLS THROUGH FOLK LITERATURE

P.O. Box 99 • Circle Pines, MN 55014-1796
(800)328-2560 Grades: 3-6

- ▲ A solid social skills program, which could be infused in a language arts curriculum, integrating multi-cultural folk tales in weekly lessons. Lots of emphasis on proactive peace building skills. Role plays included in every lesson with lots of opportunities for practice. Folk tales presented on 5 audiocassettes, black line masters, skill posters. Eight lessons at end of program emphasize skills related to academic performance. Family component.
- ▼ Program not well laid out for ease of implementation. Weak on problem solving and anger management. Too sophisticated for many 3rd graders.

Elementary School Programs
General Information

A very good
B good
C satisfactory
D poor

O offered
r required
sr strongly recommended
n not available

Programs in red are Normative Change* programs Programs in green are Life Skills programs	Adventures in Peacemaking	Conflict Resolution and Peer Mediation	Daniel the Dinosaur	Getting Along (American Guidance Service, Inc.)	Learning the Skills of Peacemaking	No More Bullying	PeaceBuilders	Peaceful Partners	Peacemaking Skills for Kids
Grade Level	K-6	K-5	K-6	K-4	K-6	2-5	K-5	K-6	3
Year created/ revised	1995	1995	1996	1990	1995	1996	1994/ 1997	1993	1996
Cost	$22	$20	$60	$200	$25	$399	$255-$360	$35	$109
Program Quality	C	B	B	D	C	C	A	C	C
Developmental Appropriateness	B	A	B	B	B	B	A	B	B
Ease of Administration	B	B	B	A	C	B	B	B	B
Teacher Training	sr	sr	O	n	O	n	r	sr	O

* *Normative change programs may contain life skills training.*

Elementary School Programs
General Information

(A) very good (B) good (C) satisfactory (D) poor

(O) offered (r) required (sr) strongly recommended (n) not available

Programs in red are Normative Change* programs

Programs in green are Life Skills programs

	Peacemaking Skills for Little Kids	Trevor and Tiffany the Tyrannosaurus Twins Learn to Stop Bullying	Conflict Resolution: An Elementary School Curriculum	Creative Conflict Solving for Kids	Kelso's Choice	Lessons in Conflict Resolution	Peacemaking Made Practical	Resolving Conflict: Activities for Grades K-3	Working Together: Building Children's Social Skills Through Folk Literature
Grade Level	P-2	K-3	K-6	4-5	K-6	4-6	P-6	K-3	3-6
Year created/ revised	1993	1996	1990	1991	1994	1986/ 1994	1995/ 1996	1995	1994
Cost	$56	$60	$46	$90	$27	$20	$25	$15	$150
Program Quality	C	C	B	D	D	D	D	D	C
Developmental Appropriateness	B	B	C	C	C	B	C	B	C
Ease of Administration	B	B	B	C	D	C	C	C	C
Teacher Training	O	O	sr	O	O	sr	sr	sr	n

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* *Normative change programs may contain life skills training.*

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Elementary School Programs
Program Content

3 very good coverage
2 adequate coverage
1 inadequate coverage
nc not covered

Programs in red are Normative Change* programs Programs in green are Life Skills programs	Adventures in Peacemaking	Conflict Resolution and Peer Mediation	Daniel the Dinosaur	Getting Along (American Guidance Service, Inc.)	Learning the Skills of Peacemaking	No More Bullying	PeaceBuilders	Peaceful Partners	Peacemaking Skills for Kids
Grade Level	K-6	K-5	K-6	K-4	K-6	2-5	K-5	K-6	3
Anger Management	2	2	2	nc	2	nc	nc	2	2
Empathy	2	2	nc	1	1	2	nc	nc	2
Social Problem Solving	2	3	2	1	2	nc	nc	2	2
Media	nc	nc	nc	nc	nc	1	nc	nc	nc
Social Resistance Skills	nc	nc	2	1	nc	2	3	2	2
Communication	2	2	2	nc	2	1	nc	2	2
Ethnic/Race Gender	2	2	nc	1	2	1	nc	3	2
Peace Building	2	nc	2	nc	2	2	3	2	2

** Normative change programs may contain life skills training.*

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Elementary School Programs
Program Content

3 very good coverage
2 adequate coverage
1 inadequate coverage
nc not covered

Programs in red are Normative Change* programs

Programs in green are Life Skills programs

	Peacemaking Skills for Little Kids	Trevor and Tiffany the Tyrannosaurus Twins Learn to Stop Bullying	Conflict Resolution: An Elementary School Curriculum	Creative Conflict Solving for Kids	Kelso's Choice	Lessons in Conflict Resolution	Peacemaking Made Practical	Resolving Conflict: Activities for Grades K-3	Working Together: Building Children's Social Skills Through Folk Literature
Grade Level	P-2	K-3	K-6	4-5	K-6	4-6	P-6	K-3	3-6
Anger Management	2	2	nc	2	nc	2	1	nc	1
Empathy	nc	2	2	2	nc	1	1	1	nc
Social Problem Solving	2	2	2	1	1	2	1	1	1
Media	nc	nc	nc	nc	nc	nc	nc	nc	nc
Social Resistance Skills	1	2	nc	2	1	nc	1	nc	2
Communication	1	2	2	2	1	1	1	1	2
Ethnic/Race Gender	2	nc	2	2	nc	nc	nc	nc	2
Peace Building	1	2	nc	1	1	1	1	nc	2

*Normative change programs may contain life skills training.

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Elementary-Middle School Programs

BEYOND BLAME: CHALLENGING VIOLENCE IN THE MEDIA

Center for Media Literacy • 4727 Wilshire Blvd, Suite 403 • Los Angeles, CA 90010

(800)226-9494 Grades: 4-8

- ▲ Beautifully packaged, 7-8 lesson program organized for elementary, middle and high school/adult groups focusing exclusively and intensively on violence in the media. Well-organized for teachers with good leader's guide. Lots of cooperative learning, team activities. Program and newsletter for parents as well as program for teens and community groups.
- ▼ Videos contain very violent, poor quality clips from movie and television, even for the younger grades. Little guidance on how to use. Exclusive focus on media may limit impact on violent behavior.

CREATING PEACE, BUILDING COMMUNITY

Peace Education Foundation • 1900 Biscayne Blvd • Miami, FL 33132-1025

(800)749-8838 Grades: 6-7

- ▲ Peace building program with games and fun activites. Uses peer nominating activity to form "villages" for cooperative learning groups. Concrete, detailed instructions for peer nominating. Program stronger and clearer in 7th grade, especially on social problem solving. Components on character development, positive thinking and core values. Lesson on appreciating culture and diversity.
- ▼ Weak instructions for teachers for role play and discussion. Could improve follow-through on skill activities. Insufficient coverage of essential elements of prevention.

CREATING THE PEACEABLE SCHOOL

Research Press • 2612 N. Mattis Avenue • Champaign, IL 61821

(800)519-2707 Grades: 4-8

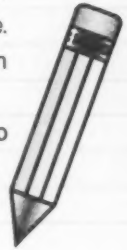
- ▲ Program of 63 activities in 6 sections, highly focused on different methods of problem solving: peer mediation, two-participant negotiation and group problem solving. Good background at the beginning of each section. First section devoted to setting a positive school climate. Contains an annotated bibliography of children's literature.
- ▼ Instructions for interactive techniques sometimes lack adequate detail. Does not allow sufficient time for practice.

FIGHTING FAIR

Peace Education Foundation • 1900 Biscayne Blvd. • Miami, FL 33132-1025

(800)749-8838 Grade: 8

- ▲ Teaches peace building through an examination of the words and actions of Martin Luther King, Jr. Seeks to give kids skills to deal with societal injustice. Introduces the concept of mediation. Includes "Fighting Fair for Families," an attractive easy-to-use take-home guide.
- ▼ Activities contain inconsistent and inadequate instructions for teachers. No introductory material to orient teacher or to give guidance on how curriculum should be used. Some activities have questionable value such as having students tally positive and negative statements made to them during the day.



GET REAL ABOUT VIOLENCE

CHEF • 22419 Pacific Highway S. • Seattle, WA 98198

(800)323-2433 Grades: K-9

- Beautiful, high quality materials in this 8-12 session per year program with very clear expectations about teachers' role. Strong emphasis on negative consequences of violence. Great material on refusal skills and their practice. Includes parent newsletters and information. Also a manual for orienting and training staff, as well as tools for evaluation.
- Major concern is possible impression that violence is the norm by showing attractive teens in video talking about how they liked to fight.

NO BULLYING

Johnson Institute • 7205 Ohms Lane • Minneapolis, MN 55439-2159

(800)231-5165 Grades: 1-8

- Imaginative, well-organized program emphasizing the importance of adult intervention in bullying situations. Clear focus on peer/bullying violence. Good use of stories about animals for younger children to illustrate the lessons. Works to change school climate to send a clear "no tolerance for bullying" message. Includes a Program Director's Manual for training and implementation.
- Manuals for teachers could be improved in simplicity and useability.

POSITIVE ACTION

321 Eastland Drive • Twin Falls, ID 83301

(800)345-2974 Grades: K-8

- Extensive program involving 3-5 lessons a week. Strong emphasis on positive self-image and character building with the assumption that positive behaviors will follow. Based on stories and scripts to prompt discussion and teach concepts. Many extras in grade level kits: posters, audio cassettes, family kits and principal's kit. Drug education supplements for grade 5 and middle school. Content on drugs and alcohol.
- Focused on concept rather than skill building. Primary emphasis on understanding intellectual, emotional and physical reactions and the benefits of dealing with them effectively. Lots of discussion but very little opportunity for interactive practice of skills.

SAFE & SOUND: A VIOLENCE AND AOD PREVENTION PROGRAM

Bureau for At-Risk Youth • P.O. Box 760 • Plainview, NY 11803-0760

(800)99-YOUTH Grades: 4-8

- Twenty-six lesson curriculum provides solid training in decision making and communication skills, lots of additional activities to extend and reinforce skill content. Includes evaluation survey, component on drugs, a lesson on effects of drugs and violence in combination, and a session on suicide.
- Overly didactic in content; not enough emphasis on interactive activities. Instructions are weak and materials lack visual appeal.

SECOND STEP

Committee for Children • 2203 Airport Way S., Suite 500 • Seattle, WA 98134

(800)634-4449 Grades: P-8

- Between 8 and 28 lessons per year comprise this well organized, structured and well-evaluated program that has demonstrated effects on aggressive behaviors. It features excellent background material for teachers, and consists of beautiful, high-quality materials including videos. Extra components on mentoring, family, techniques for resisting gang pressure, and bullies.
- Instructions for role plays less detailed as curriculum progresses.
- Six month post-test results of rigorous ongoing evaluation shows significant reductions in physical aggression in the classroom, as well as increased prosocial behavior.

VIOLENCE IN THE SCHOOLS: DEVELOPING PREVENTION PLANS

Center for Civic Education • 5146 Douglas Fir Road • Calabasas, CA 91302

(818)591-9321 Grades: 5-9

- ▲ Nine lesson program focusing on norms and citizenship. Students develop plans for a safe and peaceful hypothetical school. Good material on looking at and analyzing statistics. Includes teacher's guide and staff training manual. Content on drugs and alcohol.
- ▼ Program would be strengthened by turning plans into community service at students' own school. Needs more guidance on how to process normative material. Could reinforce negative norm if improperly used.

CONFLICT MANAGEMENT FOR MIDDLE SCHOOL CURRICULUM

The Conflict Center • 2626 Osceola Street • Denver, CO 80212

(303)433-4983 Grades: 6-8

- ▲ This highly conceptual 12 session program emphasizes conflict management and the negative consequences of violence.
- ▼ Program is disorganized, too brief, and not adequately focused on skill development. Insufficient coverage of key elements of violence prevention.

CONFLICT RESOLUTION IN THE MIDDLE SCHOOL

Educators for Social Responsibility • 23 Garden Street • Cambridge, MA 02138

(800)370-2515 Grades: 6-8

- ▲ A 26 lesson conflict resolution program. Thoughtful, well-organized and fairly complete. Good instructions for role plays. Fun, creative, with lots of games and energizers. Good material on culture and appreciating diversity. Includes an introduction to mediation.
- ▼ Lacks guidance for teachers on norm setting activities. Gives teacher permission to omit material if students have skill. Concern about ability of teacher to assess students' skill level.

G.R.E.A.T. (GANG RESISTANCE EDUCATION AND TRAINING)

G.R.E.A.T. Branch • P.O. Box 50418 • Washington, DC 20091-0418

(800) 726-7070 Grades: 3-8

- ▲ Well-organized gang and violence prevention program for grades 3-8 with 9 lesson core curriculum for middle school children. Emphasizes responsibility and negative effects of violence. Delivered by police officers. Sessions include material on laws, crime, victims, gangs and drug use. Extras include summer program. Concludes with graduation ceremony.
- ▼ Too conceptual, not focused enough on critical skills development. Lesson plan is basically an outline. Some role plays overly complex with too little guidance for leading and processing activities.

NO! VIOLENCE: A CONFLICT MANAGEMENT PROGRAM

Rhinestone Press • P.O. Box 30 • Winchester, OR 97495-0030

(541)672-3826 Grades: 5-8

- ▲ Based on Kelso's choice, very brief, 7 lesson program which proposes 9 techniques for handling conflict, such as apology, humor, compromise, etc.
- ▼ Does not develop skills or provide training opportunities. Insufficient coverage of key prevention elements.

OMBUDSMAN

The Drug Education Center

1117 East Morehead Street, Suite 200 • Charlotte, NC 28204

(704)375-3784 Grades: 5-9

- ▲ Twice-a-week, one semester drug abuse prevention curriculum with a large menu of activities, including some on violence prevention. Lessons on appreciating diversity, dealing with ethnic differences, stereotyping and discrimination. Good instructions for presenting material in a culturally sensitive way. Material to encourage family involvement. Excellent community outreach project.
- ▼ Violence prevention not an explicit focus of this life skills curriculum. Given large menu of activities, teacher may not choose those which are most effective and might neglect to teach key violence prevention skills.

TEACHING THE SKILLS OF CONFLICT RESOLUTION

Jalmar Press • 24426 S. Main Street, Suite 702 • Carson, CA 90745

(800)662-9662 Grades: K-8

- ▲ A broad 74 lesson curriculum with concise background material. Sound basic structure with lots of material on cooperation and group work. Some games, experiments and role plays but mostly discussion. Suggestions of children's books to complement topic areas in sections on community, diversity, conflict, etc. Provides an introduction to peer mediation.
- ▼ Lessons are intended for a broad age range (such as 1-8) and therefore weak in age appropriateness. Program is overly conceptual.

TRIBE

The Mediation Center • 189 College Street • Asheville, NC 28801-3030

(704)251-6089 Grades: 6-9

- ▲ Highly structured, well-organized curriculum, with 6 sessions per year for grades 6-9. Integrates conflict resolution, anger management and communication. Very detailed instructions about each skill step. Tightly focused on critical elements of violence prevention.
- ▼ Concern about whether all material could be covered in a single lesson and whether 6 sessions a year offers adequate training.

Elementary-Middle School Programs
General Information

(A) very good (B) good (C) satisfactory (D) poor

(O) offered (r) required (sr) strongly recommended (n) not available

Programs in red are Normative Change* programs

Programs in green are Life Skills programs

	Beyond Blame: Challenging Violence in the Media	Creating Peace, Building Community	Creating the Peaceable School	Fighting Fair	Get Real About Violence	No Bullying	Positive Action	Safe & Sound: A Violence and AOD Prevention Program	Second Step	Violence in the Schools: Developing Prevention Plans
Grade Level	4-8	6-7	4-8	8	K-9	1-8	K-8	4-8	P-8	5-9
Year created/ revised	1995	1997	1994	1986/ 1990	1995	1996	1982/ Varies with year	1995	1988/ 1997	1995
Cost	$150	$90	$484	$140	$425-$595	$50	K $350 1-8 $250	$70	$280	$150
Program Quality	C**	C	C	D	B	A	C	C	A	C
Developmental Appropriateness	C	B	B	B	A	A	B	A	A	B
Ease of Administration	B	C	B	C	A	B	B	C	A	C
Teacher Training	r	O	O	O	sr	O	sr	O	sr	O

*Normative change programs may contain life skills training. **Graphic depictions of violence.

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Elementary-Middle School Programs
General Information

A very good · B good · C satisfactory · D poor

O offered · r required · sr strongly recommended · n not available

Programs in red are Normative Change* programs Programs in green are Life Skills programs	Conflict Management for Middle School Curriculum	Conflict Resolution in the Middle School	G.R.E.A.T. (Gang Resistance Education and Training)	No! Violence: A Conflict Management Program	Ombudsman	Teaching the Skills of Conflict Resolution	TRIBE
Grade Level	6-8	6-8	3-8	5-8	5-9	K-8	6-9
Year created/ revised	1990	1994	1992/ 1996	1996	1975/ 1991	1992	1994
Cost	$20	$38	$10.50	$150	$40	$20	$25
Program Quality	D	B	C	D	C	C	B
Developmental Appropriateness	B	B	C	B	B	C	A
Ease of Administration	C	A	B	B	B	B	A
Teacher Training	sr	sr	r**	O	sr	sr	sr

80 81

*Normative change programs may contain life skills training. **Trained police officers provided free to schools.

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Elementary-Middle School Programs

Program Content

3 very good coverage
2 adequate coverage
1 inadequate coverage
nc not covered

Programs in red are Normative Change* programs Programs in green are Life Skills programs	Beyond Blame: Challenging Violence in the Media	Creating Peace, Building Community	Creating the Peaceable School	Fighting Fair	Get Real About Violence	No Bullying	Positive Action	Safe & Sound: A Violence and AOD Prevention Program	Second Step	Violence in the Schools: Developing Prevention Plans
Grade Level	4-8	6-7	4-8	8	K-9	1-8	K-8	4-8	P-8	5-9
Anger Management	nc	2	1	nc	2	2	3	2	3	nc
Empathy	nc	2	2	1	2	2	2	nc	3	nc
Social Problem Solving	nc	2	2	1	2	nc	1	2	3	nc
Media	2	2	nc	1	2	nc	nc	2	2	nc
Social Resistance Skills	nc	2	nc	nc	3	nc	nc	2	3	nc
Communication	nc	2	2	1	3	nc	nc	2	3	nc
Ethnic/Race Gender	nc	2	1	2	nc	nc	nc	nc	2	nc
Peace Building	nc	2	2	2	3	nc	2	2	3	nc

*Normative change programs may contain life skills training.

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Elementary-Middle School Programs

Program Content

3 very good coverage
2 adequate coverage
1 inadequate coverage
nc not covered

Programs in red are Normative Change* programs Programs in green are Life Skills programs	Conflict Management for Middle School Curriculum	Conflict Resolution in the Middle School	G.R.E.A.T. (Gang Resistance Education and Training)	No! Violence: A Conflict Management Program	Ombudsman	Teaching the Skills of Conflict Resolution	TRIBE
Grade Level	6-8	6-8	3-8	5-8	5-9	K-8	6-9
Anger Management	1	2	nc	nc	2	2	2
Empathy	1	3	1	nc	2	2	2
Social Problem Solving	2	2	2	2	2	2	3
Media	nc	nc	1	nc	nc	nc	nc
Social Resistance Skills	1	2	nc	1	2	nc	2
Communication	1	2	1	nc	2	2	3
Ethnic/Race Gender	nc	3	2	nc	3	2	nc
Peace Building	nc	nc	nc	nc	2	2	2

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*Normative change programs may contain life skills training.

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Middle-High School Programs

ALL STARS

Tanglewood Research • P.O. Box 1772 • Clemmons, NC 27012-1772

(800)826-4539 Grades: 6-7

- Curriculum focuses on normative education and character development, particularly as they relate to drugs, sex and violence. Uses discussion, games and debates. Version reviewed consisted of 22 sessions to be taught by trained specialist with teachers in assistance. Includes 6 one-on-one sessions with students and encourages family involvement through homework assignments and a parent guide. Implementation notes and infusion sessions for classroom teachers. Commitment "celebration" at end of program. Also available in other formats including for regular teachers and community providers.
- Material is theory-based and well-organized but emphasizes concept rather than skill development. No training for students on how to avoid or deal with circumstances that they all agree are "Not OK". Would require a highly motivated and skillful teacher to keep it moving and assure its effectiveness.
- Preliminary findings of rigorous ongoing study show impact on predictors of violence; impact on behavior not yet analyzed.

HEALING THE HATE

U.S. Department of Education

600 Independence Ave., SW, Room 604 • Washington, DC 20202-6123

(800)624-0100 Grades: 6-8

- Beautifully organized, 30 lesson curriculum focused on hate crimes with emphasis on empathy for victims. Thoughtful instructions for handling of disclosures. Points to make clearly depicted. Helps teachers tailor curriculum by selecting from suggested videos or readings without compromising the intent of curriculum. Explicit instructions about which lessons are necessary. Very thorough media component.
- Content sometimes abstract and complex; requires advanced reading level. Emphasis on prevalence of hate crimes may make them seem the norm.

HEALTHY RELATIONSHIPS: A VIOLENCE PREVENTION CURRICULUM

Men for Change

Box 33005 • Quinpool Postal Outlet • Halifax, Nova Scotia, B3L 4T6

(902)422-8476 Grades: 7-9

- Between 15 and 19 lessons focused on gender issues, exploring stereotypes, homophobia and the impact of advertising. Annotated film bibliography with tips on how to use in classroom.
- Program has limited visual appeal. Very poor reproduction of advertisements. Some material might be too strong for sensitive middle-schoolers. Little guidance on role plays.

MAKING CHOICES ABOUT CONFLICT, SECURITY AND PEACEMAKING

Educators for Social Responsibility • 23 Garden Street • Cambridge, MA 02138

(800)370-2515 Grades: 9-12

▲ Eighty-one activities, some requiring multi-sessions, comprise this extensive program. Lots of opportunities to practice skills. Can be used in conjuction with workshops conducted in the school.

▼ Some material overly conceptual. A "roadmap" indicates essential material to cover but reviewers had concerns about how faithfully the program would be implemented as teachers are invited "to revise and modify lessons."

MEDIATION AND CONFLICT RESOLUTION FOR GANG-INVOLVED YOUTH

New Mexico Center for Dispute Resolution

800 Park Avenue SW • Albuquerque, NM 81702

(800)24-YOUTH Grades: 5-12

▲ Well-organized materials for developing a structured mediation with gang-involved youth. Uses gang jargon. Mediation for multiparty gang disputes, communication and conflict resolution skills and parent/child mediation for gang youth. Includes survey questionnaires for evaluation and monitoring progress of parent/child mediation. Good material on empathy.

▼ Little guidance or instructions to leaders. Unclear who material is intended for. Very weak on interpersonal skills training.

PACT

Research Press • 2612 N. Mattis Avenue • Champaign, IL 61821

(800)519-2707 Grades: 6-12

▲ Brief, highly focused 10-16 lesson program for African-American and other adolescents, designed for use in small group sessions. Can be used in conjunction with culturally sensitive Dealing with Anger video program. Strong theoretical framework. Excellent instructions for role playing and coaching. Helpful, detailed instructions throughout. Strong guidance for teachers on cultural sensitivity, setting up groups, managing groups, parent involvement, and suggestions for evaluation.

▼ May be too flexible, giving teachers permission to adapt materials. Format of lesson plans not easy to use, though very complete. Not clear how it could be used across years.

⊖ Small evaluation (28 high risk students) with serious design problems suggests some impact on aggression, school suspension and expulsion related to violence, as well as improved communication, negotiation, and problem solving.

RECONNECTING YOUTH

National Educational Service • P.O. Box 8 • Bloomington, IN 47402-0008

(800)733-6786 Grades: 9-12

▲ Beautifully organized 5-month program to be taught daily in small group sessions, especially to students who are at-risk for drug use, depression, and aggression, as well as academic failure and dropping out of school. Based on a strong theoretical model and structured around life skills training to build positive peer relationships. Contains evaluation tools for assessing progress, detailed plans for implementing program, a separate section on social, recreational and school activities to promote bonding to school. Also a section on crisis response for student suicide. Lessons on drugs.

▼ Concern about value of segregating students. Little guidance for handling disclosures on drug use and other issues.

⊖ Two rigorous NIDA-funded studies with high risk youth showed reductions in substance use, suicide risk, anger and other predictors of violence, as well as improved school performance.

RESPONDING IN PEACEFUL AND POSITIVE WAYS (RIPP)

Life Skills Center • Virginia Commonwealth University
P.O. Box 842018 • Richmond, VA 23284-2018
(888)LSC-ILSC Grades: 6-7

- ▲ This well-evaluated 25 session curriculum was adapted from the Violence Prevention Curriculum for Adolescents. Uses games and group work well to emphasize social problem solving and resistance skills. Excellent skills training, particularly on how to resist influences to become violent.
- ▼ This new program is not well packaged and lacks introductory orientation for teachers. Would be strengthened by additional detailed instructions for activities, for example, more detail on points to make in the normative change activities could ensure program is implemented as intended.
- = Preliminary post-test results of rigorous ongoing CDC evaluation show significant reductions in incidents of being threatened by a weapon as well as in fighting among boys (but not among girls). These effects were maintained at a 4 month followup. Seventh grade booster session is being evaluated but is not yet available for distribution.

SAFE DATES

School of Public Health • University of North Carolina at Chapel Hill
Campus Box 7400 • Chapel Hill, NC 27599-7400
(919)966-6353 Grades: 8-9

- ▲ Well-evaluated, 9 session curriculum highly focused on prevention of dating violence, designed to keep students from becoming involved in abusive relationships. Strong emphasis on norms. Helps students recognize that they can choose how they want to be treated in a dating relationship. Includes sessions on how to help others involved in abusive relationships. Includes a poster contest, theater production, and evaluation tools.
- ▼ Not a general violence prevention program. Instructions for interactive techniques lack sufficient detail. Might be difficult to complete multiple activities in each session in recommended time.
- = Preliminary post-test results of a rigorous ongoing CDC evaluation suggest significant 60% reductions in incidence of sexual violence and dating violence, some reductions in psychological abuse. Mediators of violence, including norms also improved.

TEENS, CRIME AND COMMUNITY

National Crime Prevention Council
1700 K Street NW, Second Floor • Washington, DC 20006-3817
(202)466-6272 Grades: 7-12

- ▲ Eleven sessions on crime and its victims, with emphasis on crime prevention, community service and community action. Emphasizes the perspective of the victim. Uses group work and role plays to challenge norms. Covers topics on child abuse, acquaintance rape, drug use and trafficking, drunk driving, and shoplifting. Companion booklets for extension to community settings (e.g., Boys and Girls Clubs, rural communities and adjudicated youth).
- ▼ Only one section on conflict management skills. Poorly organized. Largely conceptual and not focused on skills training. Guidelines for community service/action weak.

YOUTH AS TRUSTEES YOUTH IN GOVERNANCE

Community Partnerships with Youth, Inc.
2000 North Wells Street • Fort Wayne, IN 46808
(219)422-6493 Grades: 7-12

- ▲ Youth as Trustees is a beautifully organized, 37 lesson, very attractive program which seeks to take advantage of adolescent idealism. Clever games and energizers to involve students, build community, and process concepts. Uses community service and team building to create a positive peer group. Excellent teacher's guide with background material, teaching techniques and evaluation survey instruments. Youth in Governance is a leadership training program with 12 sessions on technical skills and 15 sessions on interpersonal skills. Training in communication and problem solving. Sensitive to adolescent needs. Guidance on setting up opportunities for youth leadership.
- ▼ Both programs need more follow-through on decision making and consensus building.

ALTERNATIVES TO VIOLENCE

Chariot Distribution • 1274 Lambert Circle • Lafayette, CO 80026

(800)477-5128 Grades: 6-12

- ▲ An unusual 20 session program with a strong historical perspective that examines conflict and institutional violence. Uses cases of violent and non-violent encounters (such as strikes, nuclear war) for discussion and role play in each unit. Includes a video.
- ▼ Weak on actual skills development and specific instructions to teachers, particularly for interactive techniques. Materials may lack student appeal.

CONFLICT RESOLUTION: A SECONDARY SCHOOL CURRICULUM

The Community Board Program

1540 Market Street, Suite 490 • San Francisco, CA 94102

(415)552-1250 Grades: 7-12

- ▲ Over 75 lesson curriculum with emphasis on social problem solving and communication. Extensive material and information on concepts, particularly conflict. Good guidelines for interactive techniques.
- ▼ Insufficient guidance to teachers about purpose of activities and what to look for. Minimal coverage of other key elements of prevention.

CONFLICT RESOLUTION SKILLS FOR TEENS

Jalmar Press • 24426 S. Main Street, Suite 702 • Carson, CA 90745

(800)662-9662 Grades: 7-12

- ▲ A sound conflict management program. Gives word for word scripts for teachers to use as models. Teaches teens how to mediate and negotiate. Some clever activities. Good reinforcement of skills with "circle sessions": loosely structured small group discussions. Contains activities for training student mediators.
- ▼ Insufficient material on perspective taking. Instructions for role play sometimes weak.

GETTING ALONG

Jalmar Press • 24426 S. Main Street, Suite 702 • Carson, CA 90745

(800)662-9662 Grades: 5-9

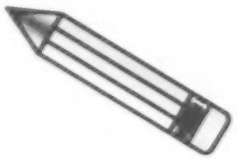
- ▲ A 15 lesson program which offers an introduction to social skills and conflict resolution. Lots of teambuilding and cooperative learning activities. Uses circle sessions for discussion.
- ▼ Program includes the risky and questionable technique of letting children label each other and/or develop lists of "perfect" qualities that could be used in hurtful ways. Little detailed instruction for discussion or role play.

STREET PEACE

Bureau for At-Risk Youth • P.O. Box 760 • Plainview, NY 11803-0760

(800)99-YOUTH Grades: 9-12

- ▲ Video-based program for urban African-American youth, specifically written for the Detroit area. Video uses real teens and does not glamorize violence. Program uses Kwanzaa principles. One lesson on peer mediation.
- ▼ Tries to do too many things in each lesson. Not well organized and weak on skill development. Minimal coverage of prevention elements.



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VIEWPOINTS

Research Press • 2612 N. Mattis Avenue • Champaign, IL 61821

(800)519-2707 Grades: 6-12

- Social problem solving is the focus of this brief 10 session program, designed to be used in small, specially selected groups of at-risk students. It places a significant emphasis on the negative consequences of violence. Program has been evaluated in incarceration settings.
- Student guide relies almost entirely on text and writing assignments. Could be too difficult or fail to maintain the interest of unmotivated students. Very few interactive activities and minimal guidance for teacher or other provider. Sessions brief and incomplete. Some questionable material—prison situations, drug use and sexual abuse—used in examples of problems students might face with little guidance for teachers on how to handle.
- Rigorous study of 120 incarcerated youth showed reductions in aggressive, impulsive, inflexible behavior, and beliefs supporting aggression, as well as improved social problem solving.

WIN WIN!

Peace Education Foundation • 1900 Biscayne Blvd • Miami, FL 33132-1025

(800)749-8838 Grades: 9-12

- Tightly focused 24 lesson program with a good video to enhance lessons. Good coverage of important skill areas. Engaging and very thorough student materials. Covers issues in an open and down-to-earth manner. Contains sessions on sexual harassment, domestic violence and family conflict.
- Contains little guidance to teachers for role plays or handling sensitive discussions. Weak on training and practice for social problem solving. Covers a lot of issues but not in depth.

Middle-High School Programs
General Information

A very good
B good
C satisfactory
D poor

O offered
r required
Sr strongly recommended
n not available

Programs in red are Normative Change* programs Programs in green are Life Skills programs	All Stars	Healing the Hate	Healthy Relationships: A Violence Prevention Curriculum	Making Choices About Conflict, Security and Peacemaking	Mediation and Conflict Resolution for Gang-Involved Youth	PACT	Reconnecting Youth	Responding in Peaceful and Positive Ways (RIPP)	Safe Dates	Teens, Crime and Community	Youth as Trustees/Youth in Governance
Grade Level	6-7	6-8	7-9	9-12	5-12	6-12	9-12	6-7	8-9	7-12	7-12
Year created/ revised	1994/ 1997	1997	1994	1994	1992	1995	1995	1997	1994	1985/ 1992	1992/ 1994
Cost	$365	Free	$62	$28	$35	$250	$139	$75	Free	$450	$125
Program Quality	B	B	C	B	C	A	A	A	A	C	B
Developmental Appropriateness	B	B	B	B	C	A	B	A	A	B	A
Ease of Administration	C	A	B	B	C	B	A	B	B	C	A
Teacher Training	O	n	O	Sr	Sr	O	O	Sr	O	Sr	O

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*Normative change programs may contain life skills training.

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Middle-High School Programs
General Information

(A) very good (B) good (C) satisfactory (D) poor

(O) offered (r) required (sr) strongly recommended (n) not available

Programs in red are Normative Change* programs

Programs in green are Life Skills programs

	Alternatives to Violence	Conflict Resolution: A Secondary School Curriculum	Conflict Resolution Skills for Teens	Getting Along (Jalmar Press)	Street Peace	Viewpoints	Win Win!
Grade Level	6-12	7-12	7-12	5-9	9-12	6-12	9-12
Year created/ revised	1984/ 1992	1987/ 1998	1994	1993	1995	1995	1996
Cost	$150	$46	$20	$16	$190	$417	$200
Program Quality	C	C	C	C	D	B	C
Developmental Appropriateness	B	B	B	C	B	B	B
Ease of Administration	B	B	B	B	C	C	B
Teacher Training	n	sr	sr	sr	n	O	O

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** Normative change programs may contain life skills training.*

Middle-High School Programs

Program Content

3 very good coverage
2 adequate coverage
1 inadequate coverage
nc not covered

Programs in red are Normative Change* programs

Programs in green are Life Skills programs

	All Stars	Healing the Hate	Healthy Relationships: A Violence Prevention Curriculum	Making Choices About Conflict, Security and Peacemaking	Mediation and Conflict Resolution for Gang-Involved Youth	PACT	Reconnecting Youth	Responding in Peaceful and Positive Ways (RIPP)	Safe Dates	Teens, Crime and Community	Youth as Trustees/Youth in Governance
Grade Level	6-7	6-8	7-9	9-12	5-12	6-12	9-12	6-7	8-9	7-12	7-12
Anger Management	nc	nc	2	2	2	3	2	3	3	1	nc
Empathy	nc	2	2	2	2	nc	nc	2	2	2	2
Social Problem Solving	nc	nc	1	2	2	3	2	3	2	2	2
Media	nc	3	2	2	nc	nc	nc	3			nc
Social Resistance Skills	nc	3	1	2	nc	nc	2	3	2	2	nc
Communication	nc	nc	2	2	2	3	3	2	3	2	2
Ethnic/Race Gender	nc	3	2	2	1	nc	nc	3	3		2
Peace Building		3	2	2	nc	3	2				2

** Normative change programs may contain life skills training.*

Middle-High School Programs

Program Content

3 very good coverage
2 adequate coverage
1 inadequate coverage
nc not covered

Programs in red are Normative Change* programs Programs in green are Life Skills programs	Alternatives to Violence	Conflict Resolution: A Secondary School Curriculum	Conflict Resolution Skills for Teens	Getting Along (Jalmar Press)	Street Peace	Viewpoints	Win Win!
Grade Level	6-12	7-12	7-12	5-9	9-12	6-12	9-12
Anger Management	nc	nc	2	nc	2	2	2
Empathy	nc	1	1	2	nc	2	2
Social Problem Solving	2	2	2	2	1	2	1
Media	nc	nc	2	nc	1	nc	2
Social Resistance Skills	2	nc	2	nc	1	nc	1
Communication	2	2	2	2	2	nc	2
Ethnic/Race Gender	1	nc	nc	2	2	2	2
Peace Building	1	nc	2	2	nc	nc	2

*Normative change programs may contain life skills training.

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Peer Mediation Programs

FUSSBUSTERS

The Mediation Center • 189 College Street • Asheville, NC 28801-3030

(704)251-6089 Grades: 4-5

- ▲ Sixteen highly interactive lessons as an introduction to a mediation program for the entire class. Good background and adequate coverage of mediation skills. Fairly good instructions for role plays.
- ▼ Weak on detail for training and management of peer mediation.

MEDIATION FOR KIDS

Peace Education Foundation • 1900 Biscayne Blvd. • Miami, FL 33132-1025

(800)749-8838 Grades: 4-7

- ▲ A mediation program for all students in the class. Eighteen activities cover all essential elements of mediation, with appropriate skill development. Includes forms for evaluating mediation sessions and certificates.
- ▼ Little detail on how to use with entire class. Insufficient instruction on how to select mediators.

MEDIATION: GETTING TO WIN WIN!

Peace Education Foundation • 1900 Biscayne Blvd • Miami, FL 33132-1025

(800)749-8838 Grades: 8-12

- ▲ An 18 session peer mediation training program requiring 12-16 hours of training and monthly refresher sessions. Uses a 23-minute video which is shown three times during training to advance and reinforce skills. Well-organized and thoughtful with tips for implementation.
- ▼ Weak on detailed instruction, particularly on how to select mediators. Would be improved by more discussion of how to implement a whole class approach to mediation.

PEACE BY PEACE

Bureau for At-Risk Youth • P.O. Box 760 •Plainview, NY 11803-0760

(800)99-YOUTH Grades: 7-12

- ▲ A basic peer mediation program that offers different training formats and provides sample time lines and training agendas. Facilitator's guide as well as student mediator's guide. Good section on issues that arise in mediation, such as confidentiality.
- ▼ Needs more structured step by step guidance for teacher. Sketchy planning guide for launching peer mediation training, including how to select peer mediators. Weak discussion of stereotyping.

PEACE PATROL

Jalmar Press • 24426 S. Main Street, Suite 702 • Carson, CA 90745

(800)662-9662 Grades: K-8

- ▲ A broad-based peer mediation program with follow-up activities for use in the classroom. Includes self-esteem, cooperation, peace building and conflict resolution. All students become peer mediators. Emphasis on administrative and family involvement and need for comprehensive support of program. Suggestions for community involvement.
- ▼ Format of guide could be improved for ease of administration. Insufficient guidance to teachers on how to process activities.

PEER MEDIATION: CONFLICT RESOLUTION IN SCHOOLS

Research Press • 2612 N. Mattis Avenue • Champaign, IL 61821

(800)519-2707 Grades: 6-12

▲ A strong, well-organized, very complete program with detailed and extensive background and support materials. Excellent discussion of discipline and school rules. A strong implementation guide. Includes detailed implementation plan including guidance on selecting mediators, executing a promotional campaign, and survey forms for evaluation feedback.

▼ Advanced training sessions on culture, anger and hidden issues are very sophisticated and possibly too advanced for many high school students.

PEER MEDIATION PROGRAM

The Knopf Company • 1126 South Main Street • Plymouth, MI 48170-2214

(800)420-4343 Grades: K-12

▲ Eight session peer mediation program, including one session for school staff and one for parents. Good rationale and background with emphasis on need for school-wide support; good suggestions for promoting the program. Lessons for grades 7-8 are designed as in-service for teachers and orientation for parents.

▼ Weak on concrete instructions for selecting peer mediators, training mediators or conducting mediation. Inadequate instructions to teachers on points to make in lessons.

The following programs, described elsewhere in the guide (see index), include a peer mediation component:

Conflict Resolution
Conflict Resolution and Peer Mediation
Learning the Skills of Peacemaking
Mediation and Conflict Resolution for Gang-Involved Youth
Resolving Conflict Creatively Program (RCCP)
Teaching Students to be Peacemakers

STUDENT MEDIATION TRAINING PROGRAM

CRU • 845 106th Avenue NE, Suite 109 • Bellevue, WA 98004

(800)922-1988 Grades: K-12

▲ Extensive peer mediation package with beautiful materials provides 5-6 training sessions per year for elementary, middle and high school youth. Many extras including video, Spanish language materials, and family handbooks. Four session program for training parents in family problem solving. High school program includes a 16 session program for use with the entire class. Complete component on addressing diversity in mediation programs (includes video). Nice use of "teaching points" to summarize objectives of activities. High quality videos particularly good in middle and high school components.

▼ Guidelines for selecting mediators could be strengthened. Concern that video on cultural tensions set to hip music in the diversity component may reinforce negative norms about name calling (i.e., that name calling is funny and cool).

STUDENTS RESOLVING CONFLICT: PEER MEDIATION IN SCHOOLS

School Mediation Associates • 134 Standish Road • Watertown, MA 02172

(617)926-0994 Grades: 6-12

▲ A strong peer mediation program including a 12 session conflict resolution program that introduces peer mediation to the school. Thoughtful, in-depth background material on conflict and peer mediation. Good support materials. Highly detailed tools for assessing school readiness, planning and implementation. Excellent, detailed guidelines for selecting mediators. Section on maintaining programs.

▼ Conflict resolution lessons are largely conceptual, with less than optimal emphasis on skills development and practice. One session on pros and cons of fighting could be good for normative change if used appropriately; this material would be strengthened by additional guidance to teachers on how to process. Level of detail makes this 250 page guide unwieldy at times.

Peer Mediation Programs
General Information

(A) very good
(B) good
(C) satisfactory
(D) poor

(O) offered
(r) required
(sr) strongly recommended
(n) not available

	Fussbusters	Mediation for Kids	Mediation: Getting to Win Win!	Peace by Peace	Peace Patrol	Peer Mediation: Conflict Resolution in Schools	Peer Mediation Program	Student Mediation Training Program	Students Resolving Conflict: Peer Mediation In Schools
Grade Level	4-5	4-7	8-12	7-12	K-8	6-12	K-12	K-12	6-12
Year created/ revised	1986/ 1994	1990	1994	1995	1994	1991/ 1997	1996	1997	1984/ 1995
Cost	$18	$75	$160	$180	$22	$418	$59	$395	$18
Program Quality	C	C	B	C	C	A	[illegible]	B	B
Developmental Appropriateness	B	B	B	B	B	A	A	B	B
Ease of Administration	B	B	B	C	C	A	C	A	B
Teacher Training	sr	O	O	n	sr	O	sr	sr	r

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Resources

Resources for efforts to improve the safety of schools are abundant. Listed below are a few of the key organizations.

Federal Resources

Centers for Disease Control and Prevention
Division of Violence Prevention
4770 Buford Highway, NE
Mailstop K60
Atlanta, GA
770-488-4362
website: www.cdc.gov/ncipc/dvp/dvp.htm

The CDC funds projects and conducts evaluations of interventions which seek to influence causal factors for violent behavior in youth. Several of the programs reviewed in *Safe Schools* are currently being evaluated by the CDC.

National Criminal Justice Reference Service Clearinghouse (NCJRS)
P.O.Box 6000
Rockville, MD 20849-6000
800-851-3420
website: www.ncjrs.org

A reference service for all areas of justice and crime prevention. This service provides publications, statistics and studies on violence and violence prevention conducted by several U.S. Department of Justice offices such as the National Institute of Justice, the Bureau of Justice Assistance, the Office of Juvenile Justice and Delinquency Prevention and the Office of the Deputy Attorney General.

U.S. Department of Education
Safe and Drug Free Schools Program
Portals Building
600 Independence Avenue, SW
Washington, DC 20202
1-800-USA-LEARN
website: www.ed.gov/offices/OESE/SDFS

A Federal agency which provides technical assistance on program administration and grant application requirements for programs to reduce alcohol, tobacco and other drug use and violence through school education and prevention activities. The agency has published many videos and books on violence prevention and drug use.

Other Sources

Center for the Study and Prevention of Violence
University of Colorado at Boulder
Campus Box 442
Boulder, CO 80309-0442
303- 492-1032
website:www.colorado.edu/cspv

An interdisciplinary research foundation focusing on youth violence which provides reference information and comprehensive abstracts of research literature. The Center has developed literature, program, resource, evaluation and survey databases.

National Consortium on Violence Research (NCOVR)
Carnegie Mellon University
The Heinz School
5000 Forbes Avenue
Pittsburgh, PA 15213
412-268-8311
website: www.ncovr.heinz.cmu.edu

The Consortium consists of researchers from different disciplines at over 20 institutions in the United States and abroad, including psychologists, criminologists, economists, sociologists, biologists, statisticians, and historians. The Consortium maintains a Data Center which houses data resources and analytical instruments, and it disseminates its research findings to practitioners and policymakers.

National School Safety Center
4165 Thousand Oaks Blvd., Suite 290
West Lake Village, CA 91362
805-373-9977
website: www.nssc1.org

A nonprofit organization to promote safe schools. The Center develops customized safe school training and planning programs, including on-site technical assistance. It includes a resource center for articles, publications and films. The Center also produces *School Safety*, a news journal, and *School Safety Update*, a newsletter, as well as special reports on specific school safety topics.

North Carolina Center for the Prevention of School Violence
20 Enterprise Street, Suite 2
Raleigh, NC 27607-7375
800-299-6054
website: www.ncsu.edu/cpsv

This organization offers information, program assistance and research about school violence prevention, particularly relating to the School Resource Officer Program. The Center issues a newsletter, research bulletins and research briefs. It provides assistance in safe school planning efforts.

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